



John Swett High School SELF-STUDY REPORT

**1098 Pomona Street
Crockett, California 94525**

John Swett Unified School District

March 29 - 31, 2021

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edition**

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W.A.S.C. Visiting Team

| | |
|------------------------|---|
| Chair: Robert Fishtrom | Director of Information Technology Services |
| Katherine Everett | Interim Director/Principal of Alternative Education |
| Stephen Lucia | English Teacher |
| David Luongo | Principal |

John Swett Unified School District

Governing Board

| | |
|-------------------|-----------|
| Marina Ramos | President |
| Stefanie Tavis | Clerk |
| Deborah Brandon | Trustee |
| Amarjit (AJ) Kaur | Trustee |
| Jerry Parsons | Trustee |

District Administration

| | |
|----------------|--|
| Charles Miller | Superintendent |
| Susan Wheat | Chief Business Official |
| Deanna Yasaki | Special Education Director |
| Nick Torres | Technology Director |
| Greg Hinson | Maintenance Supervisor |
| John Angell | Security, Attendance, & Safety Coordinator |

John Swett High School Administration

| | |
|------------------|----------------------------------|
| Leslie Marley | Principal |
| Allen Boltz ~ | Assistant Principal |
| Patricia Murillo | Academic Counselor |
| * JSHS Alumnus | +Parent of JSHS Graduate |
| | ~Parent of Current JSUSD Student |

Leadership Council

| | |
|-----------------|-------------------------------------|
| Gigi Abdu | Special Education |
| Kelly Hanson | Physical Education |
| Rebecca Harris | Science |
| Heather Hayden | Mathematics |
| Melissa Healy | ELA/World Language/WASC Coordinator |
| Michael Kinsley | Social Studies |
| Kevin McNeal | Career and Technical Education |
| Maya Nelson | Visual and Performing Arts |

Site Council Members

| | |
|--------------------|--|
| Rhaylynn Taniguchi | President |
| Leslie Marley | Principal |
| Marla Parada | Parent Representative |
| Camila Broisler | Parent Representative |
| Eleina Strasburg | Student Representative |
| (Unassigned) | Student Representative |
| Maya Nelson | JSHS Faculty Representative |
| Magret Nunes | Willow Faculty Representative/ JSEA President |
| Melissa Healy | JSHS Faculty Representative/ Secretary |
| Cassie Castro | JSHS Staff Representative |
| Sheryl Crow | JSHS Staff Representative |

John Swett High School Certificated Staff

| | |
|-------------------|--------------------------------|
| Gigi Abdu | Special Education |
| Felix Cadiz | VAPA * Music |
| Jim Carroll | Special Education |
| Dean Colombo * | Social Science |
| Sam Davis | English |
| Kc Dezylva * | English |
| Mary Ann Drilon | Special Education |
| Kelly Hanson | Physical Education |
| Heather Hayden | Mathematics |
| Melissa Healy | English |
| Michael Kinsley + | Social Science |
| Ken Leslie | Career and Technical Education |
| Jim Machado * + | Science |
| Sarah McCaslin | Spanish |
| Libby McClure | English |
| Kevin McNeal | Career and Technical Education |
| Donna Moro | Special Education |
| Maya Nelson | VAPA * Art and Ceramics |
| Tom Nelson | Willow Teacher |
| Magret Nunes | Independent Studies Teacher |
| Chris Odyniec | Social Studies |
| Wiley Rogers | Lead BACR Clinician |
| Chris Scott ~ + | Mathematics |
| Judy Sorensen | Special Education |
| Tony Tammer | Career and Technical Education |
| Erin Walk | Mathematics |

* JSHS Alumnus

+Parent of JSHS Graduate

~Parent of Current JSUSD Student

John Swett High School Classified Staff

| | |
|---------------------|----------------------------------|
| Vanessa Amaral | Office Clerk (temporary) |
| Jessica Barrera | Library Tech |
| Toni Bentley | Speech Therapist |
| Elena Cassell | Paraeducator |
| Celina Castillo | Office Clerk (on leave) |
| Cassie Castro | Student Support Assistant |
| Sheryl Crow + | Paraeducator |
| Maria Gonzalez | Custodian |
| Adriana Hernandez + | Paraeducator |
| Noemi Martinez | Head Custodian |
| LaWanda Rayfield+ | Paraeducator |
| Janie Santos * + | Cafeteria Lead |
| Erica Schlepp + ~ | Staff Secretary |
| Jamauri Thomas | Paraeducator |
| San Juana Turner | Paraeducator |
| * JSHS Alumnus | +Parent of JSHS Graduate |
| | ~Parent of Current JSUSD Student |

Preface

Due to the small number of staff members most discussions of the accreditation process and brainstorming was done during regular staff meetings and professional development with all staff members participating. Annual review of CAASPP scores and grade reports helped facilitate discussion of both expected student outcomes and needs. This information is regularly provided to stakeholder groups and the school board through the principal's reports and WASC Coordinator status reports. The PTSA, Parent Advisory Committee, ELAC/DLAC, Site Council, and Leadership/Student Council had the greatest opportunity to provide feedback. Fortunately, the most favorable aspect of the school's small size is that informal discussion about and involvement in improving student achievement is frequent and ongoing. Although the pandemic shut down allows for some increase in participation: enabling parents to more readily attend online meetings, the nature of the meetings has slightly stifled the flow of communication.

The visiting team may notice that four years have lapsed since the interim visit. Several factors aside from the pandemic contributed to this extended time. First, WASC offered the school the opportunity to change from a Spring 2020 visit to a Fall 2020 visit, to allow our school to help pilot the online portal. With that in mind, the staff began brainstorming and drafting focus group responses in the Spring of 2019. During the summer of 2019 both site administrators resigned necessitating the hiring of a new administrative team. In light of that, the school successfully obtained permission to shift the visit to Fall of 2020. In Fall of 2019, the school staff reviewed and revised the School Vision and Schoolwide Learner Outcomes in order to align with the District Vision (that had been developed in Spring of 2019), the LCAP, and the SPSA. Focus groups were

on the verge of being assigned to draft the report when the pandemic necessitated the school to shut down. WASC notified the school the visit would be shifted once again to the current Spring 2021 dates. As school restarted in full distance learning mode in Fall 2020, the staff was initially consumed with implementing the Distance Learning Plan. A dearth of data related to the suspension of the CAASPP, California Dashboard Indicators, and traditional grades in the spring semester hampered initial discussions of student needs. Surveys sent out by the school have focused on projected needs of the families and questions about family preferences once in person learning resumes, therefore the typical surveys like the Healthy Kids Survey were not administered to avoid families from feeling overwhelmed by surveys. As focus groups were established and began meeting in the fall, it became evident that the report would naturally reflect the nature and challenges of Distance Learning, although the staff also kept in mind practices which would resume when the school returned to some sense of normalcy.

Ultimately Distance Learning has had a profound impact on the perception of student needs. Admittedly, the traditional focus on achievement is less on growth targets and more on making up any “learning loss.” Most importantly, the staff is profoundly concerned about the social and emotional health of our students. Therefore, the Action Plan developed by the team prioritizes the issues primarily related to Distance Learning. Fortunately, this aligns with the Fall 2020 LCAP (Learning Continuity and Attendance Plan) and slightly changes the lens through which we see the SPSA. The most admirable aspects of the entire school, its sense of community and professionalism, will ensure both the ability to review itself honestly and take action to help improve student achievement.

JSWS WASC Vision, Mission, and Student Learner Outcomes (SLOs)

School Purpose

John Swett High School's purpose is embodied in its mission and vision statements, and Student Learning Outcomes. In the course of the current WASC full visit, the Leadership Team examined and revised our mission, vision, and Student Learner Outcomes.

District Vision and Mission

Vision

The John Swett Unified School District is a marvelously diverse, welcoming, and inviting community of learners.

Mission:

The John Swett Unified School District provides every student...

- **A safe, equitable and restorative culture and community;**
- **The opportunity to realize their full potential;**
- **Access to an excellent 21st Century education;**
- **The skills and knowledge to pursue lifelong learning.**

(Note: JSUSD School Board is scheduled to review and revise the Vision & Mission Statements in a workshop on March 6th.)

School Vision

John Swett High School graduates self-motivated college and career-ready students who are responsible, trustworthy citizens, respectful of cultural diversity and able to communicate effectively, think critically, and behave compassionately.

Schoolwide Learner Outcomes

The high school's curricular emphasis has both a solid foundation in the depth and breadth of California State Standards, while maintaining particular attention to the various learning styles and needs represented by all students. Schoolwide Learner Outcomes (SLOs) are a driving force in curricular development and teaching methodology. With adoption and implementation of the Common Core Content State Standards, the Leadership team and staff revised the SLOs in Fall of 2019. The revision is designed to streamline and emphasize the five core areas of focus by using a mnemonic device to assist students in remembering these outcomes.

The Schoolwide Learner Outcomes are intended to challenge students to develop the following skills:

JOHN SWETT HIGH SCHOOL

Schoolwide Learner Outcomes

SOCIALLY RESPONSIBLE AND ETHICAL CITIZENS

- learning their rights and responsibilities as citizens in a democracy
- becoming productive citizens in their local, national, and global communities
- developing insight into ethical values and principles as well as learning respect for diversity

WELL: PHYSICALLY, MENTALLY, AND EMOTIONALLY

- learning behaviors that promote good health
- developing a sense of self-worth and self-respect
- applying restorative practices for students' reflection and growth
- practicing mindfulness for emotional regulation

EFFECTIVE COMMUNICATORS

- learning clear and effective communication
- listening to and respecting others' ideas and feelings; communicating effectively their own ideas and feelings
- interacting cooperatively with others and working effectively toward a common goal

THOUGHTFUL PROBLEM SOLVERS

- demonstrating independent and creative thinking
- acquiring problem-solving skills
- building perseverance and resilience while navigating rigorous content
- collaborating with the community to utilize restorative practices

TECHNOLOGICALLY SKILLED: COLLEGE AND CAREER-READY

- examining their choices for careers and post-secondary education
- demonstrating sufficient skills in order to pursue desired career opportunities
- learning the importance of punctuality, attendance, and personal responsibility in the workplace
- developing skills, confidence, and responsibility in use of a variety of technologies

Chapter I: Progress Report

Significant changes since the previous WASC visit

2020-21

- Full Time FSUSD Distance Learning Plan (LCAP)
- District and Site Distance Learning Plans created
- Distance Learning Handbook created for site staff
- JSHS adjusting programs to deliver Distance Learning
 - pros: staff exploring available tech and platforms; providing students with tech and wifi needed; increased accountability (compared to spring); more one-on-one work with students; EVERYBODY has had to become creative problem solvers;
 - cons: harder to build relationships with students, students who need one-on-one, side by side guidance less successful; not covering the same material; hard to provide the “whole” experience via activities, sports, clubs, etc.;
- District-wide PD continuing to address Racial Equity
- Willow (District’s continuation school), CBI (Community Based Instruction for SpEd adults), and ISP (Independent Study Program) relocated to JSHS campus
- Construction complete in classroom wing (most staff will return to permanent housing)
- Construction ongoing in cafeteria, gym, and CTE (“A” wing)
- Staffing changes (VP reduction in service/added classroom duties) (4 new teachers - filling retirements or other departures Hansen, Davis, Moro, Sorensen)
- AVID training continued with five teachers participating in the virtual summer training
- AP courses added (2) English Language & Composition, & Biology
- BACR continues to provide emotional counseling for students with Wiley Rogers as lead
- Contra Costa County continues weekly Health Van visits at JSHS when in person classes resume
- Office of Public Schools Construction competitive grant (written and revised by T. Tammer) accepted. JSHS received \$794,591 from the state to pay for half of the new CAD room, elevator, Machine and Weld shops.
- Engagement Teams shift from in person meetings and support to online support for students and families. Anything from virtual counseling, attendance, technology support, or how to access teacher office hours through Distance Learning is done through this team.

2019-20

- Staffing changes (both principal and vice principal newly hired) (3 new teachers - filling retirements or other departures Harris, Røller, McCaslin) (Student Support Assistant (SSA) position created and filled: Castro) (Library tech retired and position filled: Barrera)
- District-wide PD targeting Racial Equity and Social Emotional Learning
- Expanded AVID Instructional practices school-wide promoting college & career readiness
- Increased a-g qualified students to 60% of the graduating class (thanks to tireless efforts of the academic counselor and support of administrators and teachers)
- Construction displaced teachers & staff in the cafeteria, gym, CTE wing, and 3rd floor (Math/Science.) English courses continue to be housed at middle school
- School culture: atypical losses for the school community (student suicide, refinery storage explosion/shelter in place, smoke days, student and family member murdered) created the need for heightened student support systems.
- AVID training continued with six teachers participating in the summer training and two participating in fall training.
- Adopted the Say Something App for student support and the ability to anonymously report concerns about other students and get help 24/7.
- Emergency Distance Learning implemented without any preparation (huge learning curve and problem solving!)
- BACR continues to provide emotional counseling for students with Wiley Rogers taking over as lead from Kevin Bunch (who shifted to district oversight of the program.)
- Contra Costa County continues weekly Health Van visits at JSHS until SIP begins.
- TUPE funding for our site. Tobacco Use Prevention Education, TUPE Educators/training and getting students into classes to teach peers.
- Engagement Teams continue at the District and site level. Teams focus on how to support students who are being referred by staff as needing assistance.

2018-19

- Staffing changes (8 new teachers - filling retirements or other departures McClure, Speights, Walk, Lopez, Odyniec, M. Nelson, Bender, Wolf) (TOSA eliminated)
- Construction displaced teachers: English courses housed at middle school

- Adopted AVID Instructional practices with a core of teacher-leaders attending summer training (8 teachers) and then promoted utilization of those practices via peer training PD (became an “AVID school”)
- BACR continues to provide emotional counseling for students with Kevin Bunch as lead and with intern support.
- Contra Costa County continues weekly Health Van visits at JSHS
- District creates Engagement Teams at the sites and District level. Reaching out to students who are in need of additional support and connections.

2017-18

- Staffing changes (8 /new teachers - filling retirements or other departures D'sylva, Meri, Mead, Leslie, Garcia, Johnson, Rogers, Bibat)
- District shifts emotional counseling for students from district-based to a community resource BACR (Bay Area Community Resources) with Kevin Bunch as onsite lead and with intern support.
- Contra Costa County starts weekly Health Van visits at JSHS (Feb.)
- Project H2O (UC Davis-based program) started to heighten student awareness of the importance of consuming water instead of less healthy options.

Items from the 2017 Interim report (narrative:)

STAFFING

The school has had **many changes in staffing over the past three years.** A vacancy in the fall of 2014 necessitated a search for and hiring of a vice principal. Due to promotions, both office classified staff positions were filled in fall of 2016. Turnover in teaching staff has also been high, primarily due to retirements or reassignment of previous staff. There has been a 30% change in teaching staff since our full WASC visit in 2014. These changes in classroom teachers have had a favorable impact on learning and engagement as new staff members have invigorated veteran members via sharing their insights and training in Common Core State Standards. Although overall favorable, the greatest challenge presented by this turnover has been maintaining continuity and consistency in practices and procedures of day-to-day school operation.

LCAP FUNDING

The most significant changes to school programs and student support have been due to the implementation of the LCAP. The district's plan has most obviously

impacted student support and services, course offerings, technology availability, and the transition to implementing the Common Core State Standards.

The LCAP has provided additional staffing positions which directly impact students.

Two positions restored via the LCAP are the Academic Counselor and full-time Library Tech. These positions have allowed students greater access to career and college readiness, and to the newly-renovated library and media center. A new position allowed through LCAP funding is a Teacher on Special Assignment (TOSA) whose role is to assist the administrative team in facilitating the CCSS transition and training, supporting school discipline, and assisting struggling students. Not only has the position enhanced student success, but it has also helped teachers struggling with classroom management by providing peer guidance. Additional staff have also been added to provide emotional support and counseling services. As of 2016-17 there are now a total of two full time counselors and one intern who meet with students in crisis on a regular basis and help students develop coping strategies to continue to succeed in their studies.

Additional student support has been developed through funding for intervention classes targeting freshmen struggling in English and Mathematics. Students who are struggling may also get help through Academic Detention, Tutoring, and EL Tutoring. The LCAP long-range plan includes an AVID program which is currently “rolling out” in the middle school. Programs targeting students struggling with attendance issues involve the SARB and Student Study Teams. Other program enhancements included in the LCAP have allowed the addition of four Advance Placement courses, four Career and Technical Education courses, and two elective courses all of which offer students more variety and opportunities to pursue both academic and personal interests.

The LCAP funding (and the previously-passed Bond measure) has helped provide additional technology in the form of smart boards for several classrooms and four chrome book carts (aside from the existing four laptop carts and library media center desktop computers.) This technology will continue to be enhanced via recently passed Bond Measure P, which will complete the modernization of the campus.

As part of the staffing enhancements allowed by the LCAP teachers have been able to coach their peers during Professional Development in topics related not only to CCSS and CAASPP support but also in strategies in using technology, collaboration, and facilitating student engagement. The district reviews and supports these efforts through Administrative Walk-Throughs once a semester allowing for teachers to receive coaching-style (non-evaluative) feedback form while implementing these strategies. Administrators also share insights into the practices they observe district-wide allowing sites to heighten awareness of how the programs support and complement one another.

BOND MEASURES

The last full visit occurred as the first modernization bond work was being finalized.

Due to cost overruns related to hazardous materials and unforeseen factors less than half of the project was completed. This past Fall the second modernization bond passed which is intended to complete the classroom modernization, planning and construction to begin Summer 2017 and continue through Summer 2020. This construction will significantly impact access to the second and third floors, gym, and shop area. Impacted teachers will move into temporary housing as the modernization is completed in phases. The timeline for this construction project has not yet been finalized. Currently teachers are hoping the work may be completed with minimal disruption to instruction.

SCHOOL CLIMATE

Overall school climate and culture has been impacted by two practices initiated in the 2016-17 school year. One is presentations or workshops lead on a monthly basis by the Academic Counselor during the English classes. These have covered many topics related to college and career readiness like transcript review, course requirements, resume writing, cover letter writing, academic testing, etc. The second is "College Friday" wherein faculty and staff wear regalia from their own college and talk about college experiences. Anecdotally, these practices may be contributing to the highest number of honor roll students in the past 10 years and the highest ever California Scholarship Federation eligibility list.

JSHS Critical Areas for Follow-up from the 2017 interim visit Actions taken:

- **Continue the work on integrating technology as an essential tool for teaching and learning.**
 - Selected NewLine system for teaching walls and tools to use for instruction.
 - District became a Google school and adopted the enhanced version for education. The district also supplied hot spots in the community to facilitate distance learning for students. All students have accounts and all teachers transitioned to Google Classroom when distance learning resumed in Fall, 2020. Aeries (attendance & grade reporting system) developed integration with Google Classroom to facilitate communication.
 - District also provided and/or purchased additional tools to support distance learning: CUE training, FlipGrid, Flocabulary, Nearpod, Delta Math, IXL (SPED)
 - Laptops purchased in Fall of 2019 and Spring of 2020 for staff needing greater connectivity for Distance Learning. Additional technology tools such as document cameras were purchased for the virtual classroom use.
 - Chrome book cart purchases have increased to a total of 10 Chrome book carts of 35 machines per cart. JSHS has a one-to-one Chrome book ratio for classroom use in the 2020-21 school year if we return to in person instruction. An additional 101 Chrome books have been purchased in January 2021 and are awaiting set up and delivery. Chrome books have also been checked out to any student as needed for distance learning.
 - VAPA: Integration of ipad applications in AP art. **Performing Arts:** Students who participate in the band program are all registered on the BAND app. Band students are also trained in basic PA and sound system designs. Students work with basic sound mixers, microphones, and stereo systems. Some students are trained in music production and notation software: Finale, Sibelius, Ableton, and Garageband.
 - CTE: As a response to distance learning the CAD class, an entirely new curriculum (including tutorials) is being developed based upon a new online CAD program Onshape. The Computer Science course is also entirely web based and uses the Edhesive Program, added this year through an Amazon grant.
- Continue to work toward an accurate understanding of formative assessment, looking at new and current research on evidence-based practice. Use formative assessment solely to guide teaching and learning, day to day and week to week, with no negative consequences for students as misconceptions or misunderstandings surface.
 - Periodic professional development (much of it teacher-lead and tied into the adoption of AVID strategies) have worked to address this concern.
 - **Fine Arts:** Various assessments; rubrics, self-assessment, critiques.
 - **Performing Arts:** Mock auditions, self-critiques, various assessments, rubrics, video/audio self-analysis.

- **World Language:** All members trained in use of AVID strategies, regular discussion and review of course expectations and articulation.
- Collect data showing evidence of changes in student outcomes as a result of PD, academic interventions in the classroom, adoption of research-based instructional practices, and support services. Use this data to inform an ongoing process that results in improvement in student academic achievement, especially reduction in the percentage of Ds and Fs and the increase in the number of graduates satisfying A-G UC/CSU requirements.
 - Adoption of AVID program and gradual formal training allotted for staff. AVID ongoing goal is to expand the program across the curriculum. Teacher-lead professional development in AVID instructional strategies. Professional development used to review student outcomes (especially the D & F lists) in a focused effort to improve academic progress.
 - **Fine Arts:** Differentiation by task/project, self and peer assessment, whole class demonstrations by teacher, small groups, lunchtime open art studio to work, choice in projects, skill support, “Early Finisher” assignments, Positive Postcards, printed grade reports, monitor student progress, project variety to name a few.
 - **Language:** participation in professional development, AVID training. Regular review of outcomes and CAASPP results to determine focus of interim CAASPP tests and alignment of testing and rubrics with the CAASPP results.
- Continue to incorporate writing across the entire curriculum
 - AVID WICOR strategies have helped facilitate an ongoing discussion about and implementation of a variety of writing activities across the curriculum. Teacher-lead professional development provides a bridge for teachers to explore writing across the curriculum.
 - **Fine Arts:** AVID strategies used in a variety of assignments. Vocabulary, quizzes and presentations.
 - **CTE:** AVID strategies and writing in the various areas to address soft skills and professional techniques useful for future employability.
 - **Performing Arts:** Articles related to music, composer essays/presentations, vocabulary quizzes.
 - **World Language:** Participation in site professional development as teacher-leaders sharing various writing strategies in English and primarily in Spanish.

JSHS Critical Areas for Follow-up from the 2014 full visit Actions taken:

- **Increase the use of challenging and higher-level instructional strategies to increase student engagement.**

- Administrative walk-throughs targeting collaborative learning groups, rigor and technology integration.
- Most departments are implementing project-based learning.
- All departments have increased integrating technology in the classroom.
- Increased offerings of AP and honors classes.
- Professional development related to common core implementation, technology integration and rigor.

•Increase the percentage of students who are proficient or advanced in all subject areas.

- Annual review of CAASPP results in staff meetings with follow up professional development based on data analysis.
- Professional development specifically designed to increase teacher contact with students and parents.
- Ongoing professional development about the formative assessment process and the importance of feedback for differentiation.
- Decreased numbers of students earning D's and F's.
- Math CAASPP scores improved significantly.
- ELA scores are at the state average.
- Added Algebra A, Intervention classes in English and Mathematics and ELD.

•Eliminate the achievement gap within sub-groups.

- Support Classes in Math and English.
- Class to class workshops on various college topics.
- Invite students to attend conferences targeting underrepresented students.
- Creation of attendance team (SART) to aid our low achieving subgroups in getting to school.
- Invite community organizations to come to JSHS to support underrepresented students,
- ELD, and low socio-economic groups.
- Dean works with struggling students and families.
- Homework detention offered twice weekly for students to have structured time to get back on track.
- Academic counselor position reinstated.
- Proper placement/identifying students etc.
- Increased writing opportunities across all curricular areas.
- Modified tests for students in skills sections.

•Improve student writing skills across all disciplines.

- Professional development/workshops. Writing training: hand-scoring interim assessments to increase writing and CAASPP test preparation across the curriculum.
- Common core adoption and implementation has also increased writing

across the curriculum.

•**Implementation of Common Core State Standards by 2015-16.**

- Math adoption of text, revised courses to meet CCSS.
- English course descriptions revised to meet the CCSS.
- Next Generation Science Standards, Social Studies to be decided in the near future.
- Interim assessments used in English and Mathematics. Hand scoring professional development to support student's preparedness to increase exposure to as well as achievement on the interim assessment.

•**Increase the number of students meeting the A-G requirements**

- Review of D/F lists, workshops and policies at staff and meetings in order to increase the communication with students/parents/guardians when students are failing.
- College day discussions every Friday.
- Homework detention assigned to struggling students.
- Meeting with freshmen to keep them on A-G track as advisors. Each advisor is assigned to 35 freshmen.
- Class presentations on A-G requirements and importance of taking high level rigorous classes.
- Guide students to register for and stay in A-G courses.
- Counselor has facilitated many workshops on college and career readiness.

•**Increase access to technology for instruction and student research.**

- 4 class sets of chrome book carts added, continued laptop cart utilization.
- Increased ongoing professional development about how to effectively integrate technology such as Google basics, assessment (forms), classroom, apps for education, etc.
- Additional PD focuses on students using technology to research and present information.

•**Increase family involvement.**

- Use of Aeries and School Blocks.
- Marquee creation and updating of JSHS Facebook and Twitter pages.
- Holding more regular meetings with parents regarding attendance, grades, graduation status, and behavior.
- Offer Spanish language workshops to parents in ELAC meetings.
- Monthly Counselor's Newsletter sent out to parents in Spanish and English.
- Creation of attendance team (SART) which includes phone calls to parents, home visits, and student meetings and weekly check ins. All interventions documented with Google docs to increase accountability and collaboration.
- Professional development provided to increase communication strategies with struggling students and their parents/guardians in order to increase the home/school connection.

Chapter II: Student/Community Profile and Supporting Data and Findings

John Swett High School is located in Crockett, California in Contra Costa County. The town is small and unincorporated and is located in the most Western part of the County near the Carquinez Strait. John Swett High School is the only comprehensive high school in the John Swett Unified School District which also houses Rodeo Hills Elementary School, Carquinez Middle School and Willow Continuation High School. The majority of the students live in Rodeo, Crockett, and Port Costa, although a few come from neighboring communities: Hercules, San Pablo, Vallejo, Richmond, and American Canyon.

The socio economic demographics of these communities have not changed too much, but it is to be noted that since the last full WASC visitation that the percentage of students that are in the socio economically disadvantaged category has increased, therefore changing the high school designation to a Title 1 high school. The first year of this designation was the 2019-2020 school year. This classification gave allotted specific funds to go towards unduplicated students to improve academic opportunities at school. However these funds were frozen during the beginning of the Shelter in Place to conserve available resources.

The cultural demographics of the school have also not had much change. Although our school is very diverse in ethnicity, a slight increase since the last visit has the Hispanic and Latino student population being our largest subgroup, with White and African American students coming in at second and third largest respectively.

John Swett High School has a great marketing feature, the enrollment size of a little over 400 students. The school boasts the size of a private school without the associated costs. Additionally the school boasts typical activities such as an award winning Marching Band, CTE courses, ASB class and activities, as well as sports. The size, though, can sometimes make things a little complex such as ensuring course offerings within the Master Schedule, multi-sport athletes, and teachers teaching many preps during the day. All of these things are complex but the staff and students at John Swett High School are some of the most reasonable and flexible around. This is very evident with some major tragedies that have occurred since the last full visit. With such a small student population, our school is like a close-knit family. The staff take the time to build amazing relationships which is a strength of our small school. Tragedy struck in 2019 in the Fall when a student took their own life. This was a crucial time for staff to lean on each other and help our students cope with the loss of a classmate and, for some, a good friend. The staff rose to the occasion to support students and be supportive. This ability to weather crisis was also evident when the pandemic necessitated the transition to our current Distance Learning program.

Since the last full visit the district has seen a significant turnover from the district office (superintendent and office staff) to the sites. Many of these changes have been due to retirements, however some have been due to fiscal factors related to declining enrollment. As noted above, the core staff members at the high school, primarily members of the Leadership Council, have served as a foundation to maintain programs and continuity despite administrative changes. In the past six years there have been two complete turnovers of site administrators, and one of the whole office staff. Also, most departments have welcomed at

least one new member, in some cases the entire department has completely new staff since the last full visit. Fortunately, positions which had been cut like the Academic Counselor and librarian have been restored through commitments codified in the LCAP. Fortunately, new staff members and administrators recognize the foundation of school leadership and have not proposed drastic changes but find ways to present new approaches and practices that fit the school culture.

John Swett High School adopted AVID Instructional practices with a core of teacher-leaders (6 teachers and 2 administrators) attending training in the summer of 2018. This initial team then promoted utilization of those practices via peer training during professional development. Since that time, the district has agreed to promote AVID and has hired a district-wide coordinator, Maya Nelson. Over the past three years the high school has continued to send staff and administrators to training with the ultimate goal of having the staff fully trained in the future. Five additional teachers attended summer training in 2019 and 2020. As new staff are hired they participate in workshops demonstrating practical AVID strategies until they are able to attend training.

Parent and community organizations hold a special place in the success of JSHS. Without their participation and active role that they play in our school, we would not be who we are today. Due to our school size our groups are small but mighty in their care and efforts towards helping all students be successful in school. The following parent and community organizations are actively participating in the betterment of the school even while Distance Learning: JSHS PTSA, and the JSHS School Site Council. These organizations are decision-making bodies that fund raise or elect to spend funds for the academic success of all of our students. Some of the recent contributions have been virtual Teacher Appreciation gifts and purchases of technology for our Debate Team. Community groups work closely with the school to provide support for students and enhance school funding. Specifically the Lion's Club (which has a student chapter/club that meets regularly); the John Swett Education Foundation (JSEF) (this group raises funds for which teachers may submit requests); and many other local organizations (several of these groups provide scholarship opportunities for seniors every spring.) At the District Level the Racial Equity Diversity and Inclusion committee, the Parent Advisory Committee, DELAC and ELAC, and the Social Justice Activist Committee are also strong supporters of the high school in different ways as they do not have fundraising components within their groups but are extremely support and active even while Distance Learning. The empowerment and community building through these organizations give students voice as well as community voice to make changes within our school to better our students. We are so thankful for all of the hours that our parents and community members volunteer by attending our meetings.

JSHS Careers Academy was established almost 20 years ago. The purpose of this group is to bring JSHS CTE staff, administrators, Board members, CCCOE ROP admin, service industry professionals, and local community members together to inform teaching in the industry to best serve our students in their professional careers. Current conversations have been around all of the changes to the Construction projects in the shop classes. This group is very active and has significant corporate support from Phillips 66, our local refinery. Phillips 66 has solely raised hundreds of thousands of dollars specifically for our CTE programs within the CTE Careers Academy. The main fundraiser that Phillips 66 typically hosts in their annual Careers Academy Golf Tournament, but due to COVID 19 the tournament was unable to be held this

school year. Nonetheless, Phillips 66 still made a significant donation as if the annual golf tournament had still occurred. We are thankful for the continued financial support as well as providing guidance on how we can best have our students have a successful and employable future.

WASC Accreditation History

In 2013-2014 the school received a six-year accreditation with a three year review. This process was not necessarily a positive experience for the staff and they were left with a very long laundry list of recommendations left by the Visiting Team. In addition there was much dissent between the Visiting Team members themselves. In March of 2017 a different team of three educators conducted a mid-year evaluation. The Visiting Team was very pleased with the progress that JSHS had made and left several commendations, including addressing the long list from the previous Visiting Team. As noted in the preface, scheduling the current visit was greatly impacted by changes in site administration, the creation of the WASC portal, and the pandemic.

Demographic Data

Student Enrollment (Past seven years)

Our enrollment data shows that our numbers with regards to enrollment are similar to the 2013-2014 WASC Visit. Throughout the District and the State reported numbers are decreasing due to families leaving the state. In addition families this particular school year have left our traditional high school for already established and reputable online schools and academies during Distance Learning.

Total Enrollment

| Year | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Total Enrollment | 484 | 529 | 565 | 545 | 558 | 527 | 453 |
| Group | Percent of total enrollment | Percent of total enrollment | Percent of total enrollment | Percent of total enrollment | Percent of total enrollment | Percent of total enrollment | Percent of total enrollment |
| Black or African American | 18% | 18.1% | 17.3% | 18.8% | 17.6% | 15.4% | 16.3% |
| American Indian or Alaska Native | 0.4% | n.a. | 0.2% | 7.3% | 0.4% | 0.4% | 0.2% |
| Asian | 11% | 12.5% | 12.2% | 16.2% | 13.8% | 13.9% | 13.7% |
| Filipino | 11.4% | 11.5% | 11.5% | 14.8% | 9.9% | 10.1% | 10.8% |
| Hispanic or Latino | 29.3% | 29.1% | 31% | 32.8% | 29.2% | 34.9% | 33.3% |
| Pacific Islander | 0.8% | 1.1% | 0.9% | 0.2% | 0.7% | 0.6% | 0.2% |
| White | 20% | 19.3% | 18.8% | 24.7% | 19.2% | 16.1% | 17.9% |
| Two or More Races | 8.9% | 8.3% | 8.0% | 16.2% | 8.6% | 8% | 6.6% |
| Socioeconomically Disadvantaged | 60.1% | 56.9% | 56.5% | 55% | 56.5% | 58.3% | 50.1% |
| English Learners | 10.2% | 10.2% | 9.6% | 10.8% | 10.8% | 12.1% | 10.2% |
| Students with Disabilities | 11.5% | 11.5% | 12.7% | 15% | 14.9% | 15.7% | 15.5% |

Our student population continues to be diverse. Our population of Hispanic or Latino students continues to grow while our numbers of white students decrease. Additionally more students are in the two or more races category making JSHS a wonderful mix of cultures and ethnicities. Our socio-economic status has not changed much. Currently we are seeing a decrease in enrollment in this area due to electronic paperwork being difficult for some families to access. Additionally some families are not filling out the necessary paperwork if their students are not in school.

Language Proficiency Numbers

| Year | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------|------|------|------|------|------|------|------|
| ELL | 36 | 54 | 54 | 60 | 64 | 46 | 46 |
| FEP | 88 | 91 | 94 | 88 | 95 | 95 | 83 |
| R-FEP | 6 | 10 | 17 | 18 | 17 | 11 | 8 |

Our English Language Learner numbers have been relatively stable. From the Fluent English Proficient to the Redesignated English Proficient, not much has had a drastic change. JSHS currently has one English Language Development class that currently has 13 students. This class is to support all of the other classes that the students are enrolled in. The predominant primary languages other than English are: Spanish, Tagalog, Punjabi, and Mixtec.

Attendance

| Year | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Average Daily Attendance | 95.40% | 95.3% | 95.12% | 94.58% | 94.91% | 94.53% | 93.08%* |
| Truancy Rate | 35.96% | 37.82% | 11.6% | 18.7% | 15.7% | 16.8% | 19.3%* |

*Represents full year data which included drop off of students after distance learning resulting from students moving and not dropping, technology issues, and a loss of connectivity to the school.

JSHS has made conscious efforts in the area of improving attendance. Since the last full visit mental health support staff has increased and the types of supports have increased as well including the Wellness Club, lunch groups, and the student self referral process. In addition the site and District both have Engagement teams to provide students that are in need in the area of attendance additional support. This is similar to a SART but with more wrap around services approach in mind. The Engagement Team contacts students and families and attempts to get them in touch with support so that students can attend school regularly. This has been especially helpful in the Distance Learning process to help families understand attendance with synchronous and asynchronous classes.

Discipline Totals

| Year | 2013-14 | 2014-15 | 2015-16 | 2106-17 | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---------|---------|---------|---------|---------|---------|---------|
| Referrals | 414 | 348 | 384 | 284 | 285 | 211 | 56* |
| Suspensions | 107 | 88 | 117 | 96(68) | 32(31) | 15(12) | 17 |
| Expulsions | 0 | 1 | 2 | 6 | 0 | 1 | 0 |

*Not a full year. Also students were given after school detention or teacher detention for electronics rather than administrators confiscating devices, which constituted up to 150 referrals a year.

JSHS has made substantial efforts to address the area of discipline. In 2016 when current Superintendent Charles Miller was hired, the Board tasked him with lowering suspension numbers for the District. In 2019 with the new administration at JSHS a series of alternatives to suspension were implemented. Some of those include but are not limited to: Mindfulness and Meditation, Restorative Justice, Community Service, and Positive Behavior Supports. This approach worked well for the majority of the year and was on the way to making a significant contribution to a decrease in overall numbers. However as stated above, the data for the 2019-2020 school year ended in March due to COVID-19.

Socioeconomic Status Rates

| Year | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Free/Reduced Lunch Rate | 59.5% | 55.2% | 55.6% | 55.0% | 56.9% | 49.0% | 51.3% |
| Parent Education level | 3.05 | 2.93 | 2.9 | 3.05 | 3.08 | 3.17 | 3.19 |

As mentioned earlier, JSHS is now listed as a Title 1 school as of the 2019-2020 school year. This classification allows the District and specifically the school to obtain additional funding for students to advance academically. Although the numbers of students that qualify have not significantly increased since the last full visit, it has stayed very steady. The concern for this school year is that the numbers of families filling out the documents to qualify for this additional funding have decreased. Families have reported not wanting to fill out the forms online as well as not wanting to fill out forms due to their children not actually being in school. Districtwide our marketing efforts have increased to have families fill out forms by requesting that all families fill out the forms, making several personal phone calls to those families who have qualified in the past, doing email and phone dialer messages, and posting on several social media platforms as well as the school website.

School Facility and Technology

As mentioned in the previous full visit, the District was in the process of placing a bond measure on the 2014 November ballot to continue to renovate the school. The good news is that this bond measure did indeed pass. The first bond covered renovations to the athletic fields, construction of new buildings for fine arts and administration, and the ground floor and first floor of the classroom wing. Current renovations have addressed the 2nd and 3rd floors of the classroom wing, the gymnasium and shops areas, the cafeteria, and the locker rooms. However there are still certain areas of the school that are still waiting for the completion of this project. One might imagine that when a building over one hundred years old needs a facelift the number of potential problems one might face. If you can think of a renovation mishap, it has probably happened during this remodel. Additionally there has been a definite decrease in work completion due to the many complications with the current pandemic.

Completed as of January 2021 are the 2nd and 3rd floor classroom wings, complete with updated restrooms, permanent classroom furniture fixture known as the learning walls, upgraded heating and brand new air conditioning, and energy efficient lighting fixtures. Additionally on the 3rd floor known as the math and science wing had major upgrades to the lab classrooms. These rooms are the largest in the school and provide places to work at a desk with still plenty of room to move about for labs and activities. The rest of the areas: shops, cafeteria, gym, and locker rooms will hopefully be completed by the end of this school year.

In the area of technology throughout the school, access greatly increased since the last full visit. All classrooms have had internet and wi-fi access for a number of years. The District made a commitment prior to COVID-19 to make the school 1-1 device school with ChromeBooks. This was accomplished and now while on Distance Learning the ChromeBooks have been checked out for student and staff usage. At the beginning of this school year all teachers were also provided new laptops as we found that during the Spring of 2020 that the ChromeBooks were not as successful on the teacher end to manage Live classes very well. We hope to continue to make future purchases in this area to replenish the ChromeBooks that are worn down because of continuous usage from Distance Learning.

Staff

| 2020-21 | Certificated | Classified | Administrative |
|--|----------------------|----------------------|----------------|
| Total | 26 | 9 | 2 |
| Gender: Female/Male | 16/8 | 8/1 | 1/1 |
| Advanced Degree Holders | 12 | 2 | 1 |
| Fully Credentialed | 25 | 1 (in progress) | 2 |
| Average years in education | 16.5 (st dev +/- 10) | 8.8 (st dev +/- 6.5) | 17.5 |
| Average years in the district | 8 (st dev +/- 7) | 7.7 (st dev +/- 7.7) | 1.5 |
| Black or African American | - | 1 | - |
| American Indian or Alaska Native | - | - | - |
| Asian | - | - | 1 |
| Filipino | 2 | - | - |
| Hispanic or Latino | 4 | 3 | - |
| Pacific Islander | - | - | - |
| White | 18 | 4 | 1 |
| Two or More Races | 1 | 1 | - |
| Other not listed | 1 | - | - |
| JSHS Graduate? | 3 | - | - |
| Have a student who attends/has attended Swett? | 5 | 6 | 1 |

Our staff has devoted a significant amount of time to education. Although some staff are newer to JSUSD, they are not necessarily new to education. Our experience has truly helped us stand out during Distance Learning and through this WASC process. Our staff is a very cohesive team with always putting students' needs first. With such a small number of staff we are able to create collaborative collegial relationships and assist each other when in need. This has been especially helpful during Distance Learning. We have created Google Classrooms for staff to share ideas and best practices during Distance Learning. This has been an especially valuable tool.

Professional development is a very structured part of the culture of JSHS. The site has a year-long Professional Development Plan that is public and created by the Leadership Council. This year the focus has mainly been on WASC and Distance Learning, but other areas include Racial Equity training, AVID strategies, and Special Education. Additionally the District has two days at the beginning of the school year for site specific training prior to school starting as well as a District specific day. This year the District specific training was a Racial Equity and the site specific training was on technology use for Distance Learning. At the site level, our shortened Mondays give us time to devote to quality professional development and staff connection. The

first Monday of the month is for the Leadership Council to plan and review the month as well as create and design potential training and this year's potential return to school schedules. The second and third Mondays of the month are for Staff Development and Professional Development. This time is where the Focus Group meetings have been held and where the groups have worked on their shared documents during this process. The fourth Monday of the month is reserved for Department Meetings. The Departments share best practices and common goals especially in the area of Distance Learning. (Distance Learning Note: the John Swett Educator Association had previously approved shortened WEdnesdays for meetings and professional development, however that day was shifted to Mondays in order to facilitate Distance Learning instruction that would meet the requirements of the state of California.)

District Funding & Financial support

| Year | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenditures per pupil | \$4,658 | \$6,759 | \$7,138 | \$6,679 | \$7,188 | \$7,863 | \$8,770 |
| Supplemental /Restricted | \$103 | \$1,623 | \$1,257 | \$1,257 | \$1,560 | \$1,663 | \$2,167 |
| Basic/ Unrestricted | \$4,555 | \$5,136 | \$5,422 | \$5,422 | \$5,628 | \$6,200 | \$6,603 |
| Average Teacher Salary | \$64,674 | \$60,026 | \$63,023 | \$63,023 | \$72,028 | \$77,652 | \$80,752 |

Our District, like many in the state, has had fluctuation with funding from the state. As predicted in our previous WASC report, the LCFF has stabilized our District's finances and slowly increased our expenditures per pupil. Our District has had some very good historic planning in the area of fiscal solvency and have been able to make good decisions for funding. Additionally although we have made significant contributions as far as funding in the area of construction to the facility itself, many of those matching funding sources have been through bonds and/or grants. This fiscal solvency and good planning on the District's part makes it a comfortable and stable place for teachers to want to work. The increase in average teacher salaries is a testament to just that. Several teachers on our staff have been at our school for many years and will likely retire within the next 3-5 years.

Student Performance Data

API Rankings suspended in 2014. Last state numbers were from 2014. California School Dashboard replaced API in 2017.

| California School Dashboard ELA | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------------------------------|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|------|
| School | 17 pts above standard | 14.2 pts above standard | 11.5 pts above standard | 0.1 pts below standard | 23.8 pts above standard | |
| State | | | 8.2 pts below standard | 6 points below standard | 2.5 pts below standard | |

| California School Dashboard Math | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------|
| School | 65.8 pts below standard | 33.6 pts below standard | 56.2 pts below standard | 65.4 pts below standard | 47.1 pts below standard | |
| State | | | 37.7 pts below standard | 36.4 pts below standard | 33.5 pts below standard | |

The State of California retired the API rating system for schools in 2014 and replaced it with the new California Dashboard in 2017. While there was the newer SBAC testing used during the three gap years of adoption, it was still in its early implementation, which explains the absence of comparison to State numbers. As is discussed in further detail in this report, a section that the district is focusing attention and intention on is our math progression from middle school to high school, and how to strengthen our program for all of our students.

**Standardized Testing and Reporting Results for All Students – Five-Year Comparison
Students scoring at Proficient or Advanced Levels**

| | School | | | | | | State | | | | |
|----------------------------|--------|-------|---------|---------|---------|----------------------------|-------|-------|---------|---------|---------|
| ELA | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | ELA | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 |
| Met or Exceeded | 58% | 57% | 51.16 % | 51.00 % | 64.75 % | Met or Exceeded | 56% | 59% | 59.76 % | 55.96 % | 57.27 % |
| Standard Nearly Met | 27% | 22% | 34.88 % | 29.0% | 22.95 % | Standard Nearly Met | 24% | 22% | 21.34 % | 22.18 % | 21.38 % |
| Standard Not Met | 15% | 20% | 13.95 % | 20.0% | 12.30 % | Standard Not Met | 20% | 19% | 18.91 % | 21.85 % | 21.35 % |

Our school performance in the area of ELA is a strength. Our students are required to take 4 years of ELA for graduation and receive good preparation by doing so. The ELA department is a high functioning department that takes pride in planning and implementing the best possible ways for student success during testing.

| | School | | | | | | State | | | | |
|----------------------------|--------|-------|---------|---------|---------|----------------------------|-------|-------|---------|---------|---------|
| Math | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | Math | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 |
| Met or Exceeded | 27% | 34% | 25.78 % | 29.29 % | 35.25 % | Met or Exceeded | 29% | 33% | 32.14 % | 31.37 % | 32.24 % |
| Standard Nearly Met | 29% | 40% | 37.5% | 25.25 % | 28.69 % | Standard Nearly Met | 25% | 25% | 23.64 % | 22.84 % | 22.28 % |
| Standard Not Met | 44% | 26% | 36.72 % | 45.45 % | 36.07 % | Standard Not Met | 45% | 43% | 44.22 % | 45.78 % | 45.48 % |

The data in the math department is fairly consistent in the areas of student scoring. This department is at a definite disadvantage by only having two years of math as a requirement for graduation. Therefore in order for a student to really get the most instruction and preparation for the testing in their 11th grade year, a student must choose to take an additional math course and elect to do so. Most students that do in fact elec to take higher level math courses are those that are preparing to attend college after high school. Therefore not all students are as prepared to perform to the best of their potential by their course selection in the area of math.

Standardized Testing and Reporting Results by Student Group – Past Five Years

| ELA Met Or Exceeded by Student Group | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Group | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Total Students | | | | | |
| All Students at the School | 58% | 57% | 51.16% | 51.0% | 64.75% |
| Black or African American | 44% | 27% | 41.17% | 0% | 31.25% |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | <10 |
| Asian | 65% | 94% | 55.56% | 53.33% | 76.19% |
| Filipino | 86% | 58% | 88.24% | 72.72% | 76.92% |
| Hispanic or Latino | 60% | 44% | 48.89% | 47.22% | 62.50% |
| Native Hawaiian/ Pacific Islander | N/A | N/A | <10 | <10 | N/A |
| White | 45% | 75% | 40% | 75.00% | 71.43% |
| Two or More Races | <10 | 61% | <10 | <10 | 72.72% |
| Socioeconomically Disadvantaged | 53% | 53% | 46.48% | 41.08% | 53.23% |
| English Learners | 43% | <10 | 15.79% | 0% | 18.18% |
| Students with Disabilities | 14% | 9% | 17.65% | 13.34% | 36.36% |

Within the data sets for the meets or exceeds as far as subgroups go, it is clear that the consistent area of success between math and English Language Arts (ELA) is by far the most successful in ELA. High success rates in almost every area for the past 5 years are apparent in this data table. Compared to math, ELA is required all 4 years of high school and is not optional for a college bound student or a student with a disability for comparison. This creates a clear, cohesive pathway that a tight knit and well collaborated group such as the ELA department can make positive plans for continued success. The ELA department is a good model for other departments in this area and are commended for their efforts and work in this area.

John Swett High School ACS WASC/CDE Self-Study Report 2020-21

| Math Met or Exceeded by Student Group | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Group | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Total Students | | | | | |
| All Students at the School | 27% | 34% | 25.78% | 29.29% | 35.25% |
| Black or African American | 12% | 17% | 17.64% | 0% | 18.75% |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | <10 |
| Asian | 35% | 60% | 22.22% | 46.67% | 47.62% |
| Filipino | 53% | 25% | 35.29% | 36.36% | 30.77% |
| Hispanic or Latino | 21% | 15% | 27.27% | 28.57% | 25.0% |
| Native Hawaiian/ Pacific Islander | N/A | N/A | <10 | <10 | N/A |
| White | 30% | 50% | 25% | 33.34% | 47.62% |
| Two or More Races | <10 | 61% | <10 | <10 | 54.54% |
| Socioeconomically Disadvantaged | 26% | 25% | 27.15% | 22.22% | 20.97% |
| English Learners | 0% | <10 | 0% | 15.38% | 0% |
| Students with Disabilities | 0% | 0% | 0% | 0% | 18.18% |

The data as far as the math meets or exceeds by subgroup has gone up and down through the years. The changes we feel is partially due to the changes in staff within the math department as well as fluctuation in the change in math programs within our feeder schools. However the most positive statistic that we feel in this data has to be the percentage of students with disabilities in the meets or exceeds standards in the 2018-19 school year. Since the state testing data has been reported this way, 2018-19 school year would be a positive jump as far as the data is concerned. We continue to need additional data in this area to best support our students in their math needs for the future.

Physical Fitness Area Standards

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2108-19 |
|--|---------|---------|---------|---------|---------|---------|---------|
| Total 9th graders tested | 115 | 124 | 109 | 122 | 144 | 115 | 91 |
| RATES | | | | | | | |
| All Met | 30.4% | 49.2% | 50.5% | 40.2% | 36.8% | 27.8% | 18.7% |
| 5 of 6 met | 27.8% | 17.7% | 13.8% | 23% | 20.8% | 28.7% | 23.1% |
| 4 of 6 met | 26.1% | 14.5% | 23.9% | 18% | 17.4% | 26.1% | 18.7% |
| 3 of 6 met | 9.6% | 13.7% | 8.3% | 12.3% | 18.1% | 7.0% | 20.9% |
| 2 of 6 met | 6.1% | 1.6% | 1.8% | 4.9% | 4.9% | 7.7% | 12.1% |
| 1 of 6 met | 0.0% | 2.4% | 1.8% | 1.6% | 1.4% | 2.6% | 4.4% |
| No Standards Met | 0.0% | 0.8% | 0.0% | 0.0% | 0.7% | 0.0% | 2.2% |

The JSHS Physical Fitness testing scores are an area where our school typically does well. However recently with our construction projects our gym has been unavailable to the PE classes. This may have put a temporary damper on our scores. Additionally it is difficult to do the appropriate training and fitness during Distance Learning.

Early Assessment Program Results (CSU College Readiness)

| | 2014-15 | 2015-16* | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---------|----------|---------|---------|---------|---------|
| Total English students tested | 164 | 114 | 103 | 117 | 84 | 103 |
| Not Ready for College level English Rate | 99 | 44 | 37 | 53 | 40 | 26 |
| Total Math students tested | 154 | 114 | 104 | 116 | 82 | 103 |
| Not Ready for College level Mathematics Rate | 88 | 84 | 63 | 84 | 54 | 64 |

*Seniors took the exam this year, 1st year of SBAC.

The EAP tests give the school a good gauge to see how we are preparing students for college in the areas of math and English. The number of students that are not ready for English and math have fluctuated since the last full visit. This could be for a number of reasons such as fluctuation of staff within both departments at many levels. Fortunately we have had some consistency in the math department and some in the English department. We are hoping the level of consistency combined with good strategies during Distance Learning will help our students this year.

SAT Scores

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18* | 2018-19* | 2019-20* |
|----------------------------------|---------|---------|---------|---------|----------|----------|----------|
| Number of students tested | 35 | 31 | 42 | 37 | 53 | 112 | 118 |
| Critical Reading Average | 505 | 477 | 511 | 527 | - | - | - |
| Mathematics Average | 517 | 512 | 486 | 529 | 527 | 537 | 530 |
| Writing Average | 499 | 405 | 474 | 529 | 508 | 530 | 528 |
| Average Total Score | 1,521 | 1,394 | 1470 | 1585 | 1035 | 1067 | 1058 |

*SAT switched to a 1600 score, from a 2400 score, removing the Critical Reading Average score.

The number of students that have taken the SAT at have almost tripled since the last full visitation. This is due to the fact that our Academic Counselor has been working diligently in this area to have a practice PSAT on site when we are able to, as well as support students in practicing and reviewing SAT scores. This is also in part to the AVID culture that has been created within our school. Although the actual AVID classes are small in number (2), the culture permeates through many departments in our school as well as many teachers have attended Summer Institute.

ACT Scores

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Total students tested | 21 | 18 | 3 | 4 | 4 | 14 | 11 |
| Average Score | 22 | 23 | * | * | * | 22.23 | 22.56 |
| Score ≥ 21 Rate | 71.42 | 72.22 | * | * | * | 56.7% | 66.7% |

*Fewer than 10 students tested. Scores withheld to ensure confidentiality.

Right after the last full visitation there was a jump in students taking the ACT, however that number has dropped since then with an average of about 11 students taking the test in the 7 year timeframe. The overall focus at the site seems to be that more students are interested in taking the SAT.

Enrollment by Race in Advanced Placement & Honors Courses - Past Six Years

| Group | School Years | | | | | | |
|--------------------------------------|--------------|---------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Total Students Enrolled in AP | 73 | 84 | 81 | 81 | 92 | 92 | 101 |
| Black or African American | 11 | 15 | 13 | 11 | 4 | 2 | 8 |
| White | 14 | 16 | 22 | 17 | 18 | 22 | 18 |
| Asian | 10 | 10 | 17 | 16 | 15 | 23 | 20 |
| Filipino | 15 | 18 | 11 | 19 | 20 | 16 | 19 |
| Hispanic or Latino | 22 | 24 | 17 | 15 | 34 | 29 | 36 |
| Other | 1 | 1 | 1 | 3 | 1 | - | - |

The total number of students that have enrolled in Honors or AP courses have increased since our last full visit. Additionally the student percentages by race reflect similarly to our current enrollment by race. The classes continue to be open to all students but limitations are that there is only one section of the course in most courses due to the size of our school.

Advanced Placement Exam Results

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Total students enrolled | 114 | 93 | 77 | 157 | 157 | 163 | 117 |
| Total Exams Taken | 64 | 73 | 85 | 137 | 134 | 169 | 119 |
| Score 5 | 6 | 11 | 10 | 7 | 15 | 15 | 7 |
| Score 4 | 11 | 15 | 14 | 21 | 20 | 12 | 22 |
| Score 3 | 12 | 31 | 21 | 26 | 22 | 40 | 31 |
| Score 2 | 26 | 36 | 25 | 52 | 45 | 64 | 31 |
| Score 1 | 42 | 31 | 15 | 31 | 32 | 38 | 28 |

The Advanced Placement Program or AP is one of many ways our students are able to take advanced courses and receive college credit. Currently our AP courses are in: US History, Psychology, Calculus, Biology, English Language and Composition, and English Literature and Composition. The total numbers of students that were enrolled in classes and the number of

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students taking tests did increase since the last WASC visit. However a drop in the numbers occurred due to the pandemic. Students were very worried about paying for the test as well as what the format would be while Distance Learning. Although this year we have found ways to use Title 1 monies to pay for the AP tests for our students, we are still unsure of what the format will look like for our students. It is likely that this school year we would have another anticipated drop as our students have reported that they prefer taking this difficult of a test in person.

UC/CSU Course Measure

| Measure | School Years | | | | | | |
|---|--------------|---------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Graduates who completed all courses required for UC/CSU Admission | 24% | 23.16% | 19.1% | 28.95% | 34.19% | 55.81% | 53.63% |

One of the things that we are most proud of at JSHS is the large jump in our data of students that complete UC/CSU required courses for admission. This again is largely due to the work that our Academic Counselor has done with students. Additionally we attribute this increase to the addition of the AVID program to our site. The positive combination of these two main things has been such a game changer in the bright futures of our students. It is something that we celebrate as a site and take much pride in.

Algebra I by Grade level

| Grade level | School Years | | | | | | |
|-------------|--------------|---------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2106-17 | 2017-18 | 2108-19 | 2019-20 |
| Ninth | 54 | 100 | 90 | 75 | 54 | 56 | 74 |
| Tenth | 39 | 9 | 39 | 26 | 27 | 21 | 14 |
| Eleventh | 4 | 4 | 8 | 4 | 6 | 1 | 6 |
| Twelfth | 1 | 2 | 1 | 2 | 0 | 0 | 0 |

This is an improvement since the last WASC visitation as many students were in 12th grade still taking Algebra 1 to graduate. Our math department has worked very hard in this area to improve math skills and teach students how to meet the standards in this area. Additional efforts in this area are being done at the middle school level. The current plan is for next year to employ a single subject math teacher to better prepare the students for high school math and also give them the best chances of passing Algebra 1 in middle school. Our next area of work would be for students to pass Algebra 1 during 8th grade or 9th grade year.

Report Card Numbers of D's & F's

| | School Years/Semester | | | | | | |
|-----|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|----------------|
| | 2013-14 1/2 | 2014-15 1/2 | 2015-16 1/2 | 2016-17 1/2 | 2017-18 1/2 | 2018-19 1/2 | 2019-20 1/2 |
| D's | 383(13.7%)/ 389(14.4%) | 464(15.2%)/ 436(14.6%) | 518(16.1%)/ 478(15.7%) | 467(14.7%)/ 401(13.2%) | 340(11.3%)/ 303(10.7%) | 317(12.1%)/ 247(9.9%) | 337(13%) |
| F's | 233(8.3%)/ 306(11.3%) | 350(11.5%)/ 352(11.8%) | 343(10.2%)/ 363(11.9%) | 290(9.1%)/ 291(10.3%) | 308(10.2%)/ 291(10.3%) | 229(8.8%)/ 263(10.5%) | 303(11.6%) |

This is an area that our District is currently working on due to Distance Learning. In the 2019-2020 school year the 1st semester was traditional grades of A-F. However the grading system changed to Credit/No Credit to end the 2nd semester due to the pandemic. With this current school year being completely Distance Learning right now, grading practices have been accommodated in many areas to give students the best opportunity to pass and show that they have mastered the material and standards. This will continue to be an area of examination within our professional practice.

Dropout Rate and Graduation Rate

| Indicator | School | | | | | | | State | | | | | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Dropout Rate (1-year) | 7.1% | 4.0% | 4.9% | 4.1% | 7.8% | | | 11.5% | 10.7% | 9.7% | 9.1% | 9.6% | 9.0% | 8.9% |
| Graduation Rate | 92.0% | 93.9% | 94.3% | 93.4% | 91.4% | 93.5% | 91.7% | 81.0% | 82.3% | 83.8% | 82.7% | 83% | 85.9% | 87% |

JSHS has continued to have a steady increase in the area of graduation and exceed the state average. This is truly due to the hard work and effort of our academic counselor. Graduation plans, after high school plans, credit recovery, and creative scheduling, have been key areas of organizing and getting students to graduate on time. Having one counselor for the entire time of a student's academic career is very helpful in building relationships and staying on top of communication and assistance.

Mobility Numbers

| | Class of | | | | | | | |
|------------------------------------|----------|------|------|------|------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Number Entered as Freshmen | 138 | 164 | 119 | 118 | 149 | 119 | 134 | 115 |
| Number Exited as Seniors/Graduated | 112 | 106 | 99 | 124 | 125 | 128 | 95 | 119 |

JSHS like most schools and Districts have seen large mobility numbers. We fear that due to Distance Learning that these numbers will continue to increase. Many families are moving out of state and have opted for other online learning options. This is a difficult time for a small school and District like ours.

Graduate Self-Reported Post-Graduate Plans

| Graduating Class | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------------|-------|-------|------|------|------|------|------|
| Total Students Reporting | 106 | 93 | 118 | 118 | 119 | 113 | 117 |
| Four Year | 22.6% | 21.5% | 12% | 14% | 28% | 26% | 44% |
| Two Year | 61.4% | 68.9% | 76% | 44% | 70% | 48% | 35% |
| Other | 16% | 9.6% | 12% | 42% | 14% | 26% | 20% |

After the May “decision day” for four year college acceptance, seniors have completed a survey reporting on their post-graduate plans. This information is used to generate flyers celebrating these plans which are posted in classrooms, on campus, and on the website. After the reinstatement of a full time academic counselor position, students were either not eligible or enthusiastically encouraged to apply to four year colleges. The increase in students successfully applying to four year colleges (and a-g eligibility) is directly related to Ms. Murillo’s encouragement. The partnership between Ms. Murillo, administration, and school staff has helped meet previous action plans targeting student post-graduate plans.

Student and Parent Surveys

Due to Distance Learning one of the only ways for the District and the site to obtain information from parents was to send out surveys. Therefore since March of 2020 our families and students have been surveyed specifically on Distance Learning. The information generated by these surveys mainly had to do with options for returning to school and whether or not their students would want to continue to stay on Distance Learning if we were to return to in person learning. This made it ill advised for us to send out surveys to collect regular data this year and at the end of last year for fear the parents would get confused about the purpose of the survey. This is also the case for student surveys as well. During Distance Learning students are polled everyday for attendance questions and during lessons to check for understanding. JSHS did not want to put any additional pressure on our students. Although the Wellness Counseling team is

conducting a survey during early February, 2021. Presumably those results will be available at the time of the visit.

Summary

Unlike previous WASC visitations, we have little data from last year due to COVID-19 and the suspension of state testing. As a staff we constantly review data that we do have such as attendance and grades. However we like many other school districts have had concerns about students during Distance Learning. JSHS departments compiled a list of practices for each focus group area that we do in person versus what we are currently doing while Distance Learning. Many things have changed during Distance Learning and we are hopeful that we can meet the needs of all of our students when we return in some fashion. We as a staff anticipate our areas of need to be academic remediation and social emotional support. The isolation and online teaching during this time does not meet the needs of all of our students, even though we have a variety of different techniques and learning tools. Distance Learning has very much changed the connection that the staff has with students. We consider the connection that we have in being such a small school one of our greatest strengths. For example we are able to see if a student is having a rough day in school due to body language or lack of engagement in a lesson. However Distance Learning has made it to where teachers see icons in some cases where students would be virtually “seated” in a classroom. It is difficult to know what may be going on, on the other side of the screen. As a staff we need to ask ourselves how students are doing, what support do they need, and what areas of remediation can be done in their current classes? Our staff will have a lot of work to do to assist students and we will continue to connect virtually or make plans on how to connect and support when we return to school.

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

| Findings | Supporting Evidence |
|--|--|
| <p>The school board and superintendent reviewed the previous mission and vision statements during a special workshop during the 2018-19 school year and developed revised vision and mission statements which were then disseminated to school personnel during professional development in the fall of 2019. Those statements appear on the district web site and are shared with the various community groups periodically.</p> <p>John Swett high school staff (using the district vision and mission statements and the previous revised statements from 2017) reviewed and revised the school vision and Student Learner Outcomes in fall of the 2019 school year with the guidance of the newly-hired administrative team.</p> <p>The district and school site employ a variety of tools to communicate essential information to the community at large, including traditional flyers, mass emails, robocalls, the school website, social media, various parent and community groups, and through word of mouth. The district and site find parent engagement and communication challenging, even though the JSUSD community is relatively small (including the cities of Crockett and Rodeo.) The primary source of this challenge is finding parents who are able to coordinate personal family time with available time to attend meetings. Parent involvement has improved in recent years, but primarily depends upon a small core group of parents contributing to multiple groups.</p> <p>That being said, there is a vast array of support groups who meet regularly and address concerns in the district and at the sites. Traditional groups like Site Council, the John Swett Education Foundation, PTSA, Athletic, and Band Boosters serve as a foundation for fundraising and program support, however newly-established groups have increased opportunities for parental involvement in the community. Groups like the Parent Advisory Committee, the Social Justice Activist Committee, and ELAC/DELAC have reached out to under-represented families</p> | <p>District vision and mission plan developed by school board (2018-19)</p> <p>School vision and SLOs reviewed and updated Fall 2019</p> <p>Multiple district-initiated workshops to develop the LCAP & support district programs (bi-lingual flyers)</p> <p>ELAC/DELAC meetings</p> <p>School Board Meeting minutes (esp. JSHS teacher presentations)</p> <p>Parent Advisory Meetings</p> <p>Site Council minutes</p> <p>District Website</p> <p>School website</p> <p>Social media (district and school)</p> <p>PTSA</p> <p>Athletic Boosters</p> <p>Band Boosters</p> <p>Career Academy</p> <p>Community scholarships and internships</p> <p>John Swett Education Foundation</p> <p>Parent Advisory Committee</p> <p>Racial Equity Diversity and Inclusion Committee</p> <p>Social Justice Activist</p> |

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| <p>and given them an opportunity to have a voice in the district. These groups have made presentations at the school board meetings and several of their suggestions have contributed to district-wide programs to improve student engagement and success.</p> <p>The most significant site-based group at the high school is the Career Academy. It has provided years-long guidance and support for the Career and Technical Education component of the master schedule. This group has been instrumental in maintaining CTE programs for many years prior to the current California Dashboard component of College and Career Readiness. This group has been instrumental in ensuring Career Readiness by successfully lobbying for a CTE course requirement for graduation from John Swett High School, ensuring relevant course offerings which help meet that requirement, and obtaining funding for support of the CTE program (initially via the Regional Occupational Program, and most recently via grants and community fundraising.)</p> <p>Additional initiatives which have helped support the site and district visions (and the LCAP) include adoption of AVID (Advancement Via Individual Determination) instructional strategies. Approximately 30% of the current staff have been formally trained in AVID and those staff members have led staff development mini-workshops over the 2018-19 and 2019-20 school years in the use of AVID strategies. Regular administrative classroom walk-throughs target various instructional strategies and the principal’s weekly email highlights notable activities and recommend staff members explore utilizing those activities.</p> <p>JSHS has a Leadership Council composed of the two administrators and the Department Chairs from every department. This group meets once a month to address the needs of the school, plan professional development, and discuss issues and concerns plaguing the school. This can be anything from grading policies, the facility itself, or the need for mental health. This group is the deciding body for the school and is advised and communicated through for any major event or pathway of the school. This type of Professional Learning Community is a well oiled machine.</p> <p>A significant commitment made in the LCAP and via Site Council allotment of funds is related to the support provided by the academic counselor, Patricia Murillo. Ms. Murillo employs an active outreach model of bilingual counseling support via a</p> | <p>Committee JSEA (teacher’s association) Sweater Letter (JSEA Association monthly newsletter) Weekly JSHS Robocalls and emails to families and students Periodic JSUSD robocalls COST team meetings AVID team meetings Academic counselor newsletters and workshops JSHS yearlong Professional development plan Leadership Council meetings Faculty Meeting agendas</p> |
|--|---|

| | |
|---|--|
| <p>monthly newsletter, frequent workshops in English classes covering various college and career-related topics, on campus college testing, additional workshops, and advocacy in the adoption of AVID and Naviance programs. Through her efforts, and encouragement students have begun to understand and embrace the importance of college and career readiness. The increase in the number of students who are a-g qualified is directly related to the passionate encouragement she constantly conveys to the students.</p> | |
|---|--|

A2. Governance Criterion

| Findings | Supporting Evidence |
|--|--|
| <p>The JSUSD Board meets on a monthly basis. Elections were held in November and two new Board members were elected. In January the Board attended a Board workshop to inform them of their roles and purpose as Board members.</p> <p>The Board reviews and approves every major document for the school. The SPSA, the School Safety Plan, and the JSHS Professional Development document. They are assigned committees to participate in different groups within the District and the school sites. Board members also sometimes accompany the Superintendent on his monthly site classroom visitations with site admin. We always welcome the opportunity to show off all of the great things going on in our classrooms.</p> <p>Every month for the Board meeting the Principals submit a monthly Board Report to inform the Board of the happenings at the school. This can range from school activities to staff development. If Board members have questions or concerns, a question can be posed to the Principals for us to include this information in the upcoming Board report.</p> <p>This school year there has been a section added to the Board Report about WASC and the WASC Visitation and the process in which the school has gone through to prepare for this visit. The Board has been given access to the WASC shared document to review and ask any questions about this process. Additionally the Board has been given the opportunity to participate in this process, but JSHS understands that Board members have other jobs and that this may not be an easy process to follow.</p> | <p>School Board meeting minutes Principal’s monthly reports to the board Principal’s Weekly Communication to staff SPSA Safety Plan JSHS Professional Development document Leadership Council Minutes District Cabinet meetings District emails and robocalls District informational flyers District website & social media presence Community meetings Board member “Round Table” meetings with school site members Board member regularly assigned participation and/or representation in community group meetings Board member classroom walk throughs with the Superintendent and site admin New employee handbook Employee Association groups</p> |

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

| Findings | Supporting Evidence |
|--|---|
| <p>The School Site Council (SSC) is composed of 3 teachers, 3 parents, 2 students (1 vacancy), 2 classified staff members, and the Principal. Because we are a Title 1 school, all site expenditures are run through the SSC with the exception of ongoing school supplies and band instrument repairs. The SSC also approves the SPSA (and related WASC Action Plan) and the expenditures listed there for the betterment of the school. The main expenditures that the SPSA focus on are the staff ability to attend professional development, the AVID program and the required training, and the ongoing support for those students who are socio-economically disadvantaged. The input from the SSC is invaluable. We hear what teachers need, what parents want, and the students' voices in all areas. This process is invaluable.</p> <p>The SPSA is created with the previous year's SARC data. This gives the SPSA the data to analyze areas where we can make improvement and support student groupings with Title 1 funding. Any concerns that the SSC has about any SPSA data can be addressed and discussed during SSC meetings. The SPSA also has input from the Leadership Council and the District initiatives as well. For example this school year funding for Racial Equity and Implicit Bias training is the focus District wide. Therefore the training is coming from the Title 1 Funding.</p> <p>The Principal sends a weekly email to staff covering the latest classroom visitation focus, the upcoming events for the week, and any weekly communication or announcements. This is to also avoid the common situation where staff meetings turn into communication and not professional development. Most announcements are communicated through this Friday email or within the monthly department meetings. Two meetings a month are reserved for staff training and professional development. The majority of the time this year was spent on WASC training and Focus Group work.</p> <p>Besides meeting with stakeholders every other month, there is weekly ongoing communication. At the District level Principals attend the Parent Advisory Committee meetings to</p> | <p>Leadership Council Minutes Faculty Meetings Professional Development plan and implementation Single Plan for Student Achievement SPSA School Accountability Report Card SARC "Faculty Lounge" Google Classroom Staff participation on committees and leadership groups Multiple district-initiated workshops to develop the LCAP & support district programs (bi-lingual flyers) ELAC/DELAC meetings School Board Meeting minutes (esp. JSHS presentations) Site Council minutes School website Social media (district and school) Career Academy Community scholarships and internships John Swett Education Foundation Parent Advisory Committee Racial Equity Diversity and Inclusion Committee Social Justice Activists Committee JSEA (teacher's association) Weekly JSHS Robocalls and emails to families and students Periodic JSUSD robocalls</p> |

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|--|--|
| <p>address any concerns and hear parent voices. Principals also attend the District Racial Equity Diversity and Inclusion Committee as participants as well as the Social Justice Activist Committee. These meetings are important for us to do the work with our community members and fellow staff members to improve the climate in our schools. PTSA meets monthly where the Principal reports out and answers any questions. Every other month the School Site Council, ELAC, and the Careers Academy meets and a standing agenda item for communication is always there with plenty of time for any Q and A.</p> <p>As for our families and students, a Friday email of the happenings of the school goes out to all students and parents with listed emails. A Sunday phone dialer also goes out to any registered phone numbers with the exact same information. Teachers utilize many ways to communicate with students such as Google classroom, Remind, and direct student email. Parents have access to the Aeries Parent Portal as well as students to check grades and communicate with teachers for any concerns. Our website has been recently updated this year with many announcements and links to teacher webpages as we are completely online this year. We made a purposeful improvement to attempt to inform parents and students while on Distance Learning.</p> | <p>Special Education Joint Committee (SRJC) District-based SPED committee SPED workshops on site COST team meetings AVID team meetings Academic counselor newsletters and workshops</p> |
|--|--|

A4. Staff: Qualified and Professional Development Criterion.

| Findings | Supporting Evidence |
|---|---|
| <p>Professional development is something that our site values very much. Having two staff meetings a month shows the dedication to constant student improvement academically as well as socially and emotionally is the main goal. One day at the beginning of the school year is just for the District’s professional development, which this year is specifically racial equity and implicit bias. One other day is set aside for site specific professional development. This year as you could imagine the site focus was on Distance Learning tools and how the school schedules would work, therefore an additional day was shifted from October to August to facilitate training.</p> <p>As a site we have allocated much of our Title I monies towards professional development in the area of anti-racism and equity training. Specifically, we have set aside funds for equity consultants, training, and leadership coaching. We have also been implementing a District-wide initiative in the area of anti-racism. Each school site has integrated anti-racism training into their professional development plans. This includes training in implicit bias, culturally responsive teaching, restorative practices, and other equity-based practices. We have two functioning committees (the Racial Equity, Diversity, and Inclusion Committee and the Social Justice Activists Committee) that include teachers, staff, parents, and students. These committees are focused on specific aspects of anti-racism work and are part of our School Board's commitment to equity.</p> <p>We have had intensive, multi-day training in the area of Restorative Justice and Restorative Practices in 2019. These were introduced in order to address the elevated suspension and expulsion rates for our students of color, specifically for our African American male students. We have also had training in the area of implicit bias, culturally responsive instruction, and Black Lives Matter. Some of these training were mandatory and some were voluntary, but most voluntary were in fact attended by 85-90% of the staff.</p> | <p>District website School website “Induction” New teacher PAR Peer Assistance and Review District New Teacher meeting and materials Faculty handbook Interview teams “Open door” policy AVID training Professional Development JSEA contract District/JSEA MOUs</p> |

A5. Resources Criterion

| Findings | Supporting Evidence |
|---|---|
| <p>The majority of funds of the school come from Title 1 monies. Due to the high population of students who are socio-economically disadvantaged. This money and its usage is directly tied to the SPSA and controlled for the most part by SSC. All input comes from the various stakeholders in this group as well as any District Initiatives as well as input from the JSHS Leadership Council. The goals and initiatives outlined in the SPSA go into detail with data to support the findings in the area of AVID and student support. This is very important to our school and all stakeholder groups.</p> <p>The District conducts an annual audit in the areas of Attendance and ASB accounting. This is conducted by an outside company to insure the best feedback to improve on. The high school has implemented standards and procedures within ASB to where a checks and balances system is conducted for student activity expenditures. At the District level Purchase Orders in almost every case are preplanned and preapproved so that no one has to come out of pocket to purchase school supplies or attend a conference.</p> <p>CTE Faculty have taken the lead in pursuing a CDE grant to help pay for the costs of renovating the manufacturing-related facilities in the CTE-wing of the school. On October 5th 2020 we learned that our grant application had been accepted by the Office of Public School Construction. The amount of the grant came to \$791,591.00. Additionally the CTE Faculty work closely with CCCOE staff to obtain ROP monies and grants for the various types of programs at JSHS. Manufacturing program faculty have been responsible for obtaining \$941,000 in grant funding for the program and facilities over the last 10 years. Faculty have manufactured free of charge products for Phillips 66; Shriners Hospital for Children, Sacramento; U.C. Davis Medical Center, Surgical Engineering Dept., and the Institute for Pediatric Regenerative Medicine, Children's Burn Therapy Research Dept.</p> | <p>School Accountability Report Card</p> <p>LCAP</p> <p>SPSA</p> <p>Williams Act Reports</p> <p>School Board Minutes</p> <p>School Board Policies and Initiatives</p> <p>Leadership Council</p> <p>Site Council</p> <p>ASB Minutes</p> <p>Purchase Order paperwork</p> <p>ASB paperwork</p> <p>Staff Meeting/PD Agendas</p> <p>Bond Measure & related committee agendas & minutes</p> <p>Careers Academy</p> <p>School Safety Plan (District)</p> <p>EdJoin</p> |

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Communication with parents and community groups despite Distance Learning and being completely online for meetings.
2. Improvements in consistent weekly communication and the school website.
3. Professional development at the site level. The Leadership Council is a fully functioning PLC and makes decisions based on data and best practices. The Leadership Council advises the Principal and the District in what is best for the school in all areas.
4. The different types of stakeholder groups at the school to where a parent can participate as often as they wish. PAC, SJA, REDI, SSC, PTSA, Careers Academy, Band Boosters, etc.

Areas of Growth

1. Continue to work with the District and School Board to connect with the happenings and work at the high school level and the importance of their support in this area.
2. Continue to work with the District to establish a calendar or timeline to replace materials to work alongside the state adoption timelines.
3. Continue to improve the number of parents involved with the stakeholder groups. Several parents are working several jobs at this time and are not comfortable or familiar with the Zoom and Google Meets settings for meetings that used to be held in person.

Our major areas of student learner need are academic remediation and social emotional support. In light of these, the primary areas in the Action Plan/SPSA that need to be addressed are primarily related to District (and School Board) support for return to in person instruction: including timely replacement of materials and equipment during Distance Learning and, more importantly, helping provide social and emotional resources and tools to ease the transition.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

| Findings | Supporting Evidence |
|--|---|
| <p>JSHS has committed to a goal of getting the entire faculty AVID trained, so that AVID strategies can be implemented across the curriculum, throughout all departments -- eventually. The advantage of being an “AVID school” is that cross-curricular discussions for addressing the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies have been presented both via AVID training and on-site peer lead professional development. Ideally, this will facilitate our need to promote writing across the curriculum. However, the pandemic has delayed full implementation of the program.</p> <p>An area of recent success is the significant improvement in students who are a-g eligible in the past two years. This is due to a school-wide effort implemented by Leadership Council and facilitated by the Academic Counselor, Ms. Murillo. The recent commitment to adopting Naviance will help students begin to create four year plans and be better prepared for their post-graduate plans. Community colleges, private schools, career/tech schools, universities (with digital communication and social media, we should begin to develop a better network with our students in order to create an alumni platform for students/graduates to contact upon graduation. However, this is an area of growth as the shutdown has hampered the “roll out” of Naviance. Although some work has been done by individual components of the school such as the machine shop helping to place graduating students in internships for employment.</p> <p>Advanced Placement teachers periodically attend training workshops. Many faculty members also periodically attend curriculum workshops in their subject content areas.</p> <p>Monthly department meetings, and regular staff meetings also allow teachers in connected curricular areas (English and Social Studies; Mathematics and Science) to collaborate across their curricula. Departments review syllabi and CCSS annually and update those as needed. All departments have made adjustments to pacing and curriculum as a consequence of</p> | <p>Teacher Induction Program (formerly BTSA) PAR Professional Development Best Practices Smart Goals Department meeting minutes AP Workshops/trainings California Content Standards AVID trainings CBI collaboration with California Regional Center Case Managers of student / clients in developing goals and programs after the age of 22 years old.</p> |

Distance Learning.

Mainstream faculty collaborates with special education faculty on accommodations and/or modifications to facilitate the success of mainstreamed special education students.

There is a school-wide commitment to regularly review the CAASPP and NAEP test results (when they resume.) The school also utilizes a variety of formative and summative assessments to gauge student success. The Distance Learning model has necessitated teachers to review the methods used to deliver curriculum, instruction, and assessment. The favorable aspect of this review is adoption of Google School, Classroom, and specialized tools and sites like Delta Math and the AP Classroom portal. Teachers have had a chance to explore and adopt these tools, some of which may be used after return to in person instruction.

In specific departments various curricular commitments have been made:

Music and visual arts teachers continue to use current California Content standards when planning and implementing their cycles of instruction.

Social Science teachers have updated their curriculum to align with the requirements of the FAIR Act.

In addition to implementing the CCSS, English teachers collaborate with the Academic Counselor to facilitate both college and career-readiness activities on a monthly basis.

CBI (Community Based Instruction) participates in work experience off campus in places like the public library, retail stores, YMCA, the East Bay Regional Center and other locations providing opportunity for adults with disabilities.

B2. Equity and Access to Curriculum Criterion

| Findings | Supporting Evidence |
|---|---|
| <p>In addition to the courses required for graduation, John Swett also offers courses with designations as Honors classes and AP for college bound students. The school district’s commitment to Career and Technical Education is a highlight of John Swett High School. One year of CTE is required for graduation and courses available include a variety of areas of focus. There are technology-based programs like CAD, Multimedia, Computer Science, and Publications. There are also hands-on courses like Industrial Survey, Machine Shop, and Woodworking. There are articulation agreements with local community colleges that allow for students to pursue their pathway into direct workplace training and even internships. The Careers Academy and Regional Occupation Program guide the success of these programs and allow for future growth of CTE.</p> <p>John Swett has continued to build on student interest by adding courses to its catalog to bolster its offerings to student education. Classes that have been recently added to the school catalog include: AVID, Student Leadership, and the option to take PE during A period. This option allows more freedom within student schedules whether the path is college-based or career-based.</p> <p>Classroom based instruction using AVID strategies enables students to have several opportunities for “real world” experiences. For example: in English students participate in Socratic Seminars to both help them prepare for college or workplace meetings. Many courses use project-based or collaborative activities which allows students to bolster their communication, problem solving, and team-building skills.</p> <p>Annually, the Academic Counselor partners with the Careers Academy and community to hold a Career Fair (although last year’s fair was planned for the first day of the shutdown.) The Academic Counselor also enables recent graduates to return to campus for workshops with students during the English classes. These alumni represent all levels of the college experience, workplace, and military. The question and answer format enables current students to gain insight into the benefits and pitfalls of post-graduate life. Since the pandemic, these visits have gone virtual in the form of Alumni Spotlights</p> | <p>Student leadership and Intro Computer Science courses offered.</p> <p>A period PE class regularly has full enrollment.</p> <p>AP/Honors Courses</p> <p>Cyber High</p> <p>Willow High</p> <p>Independent Studies</p> <p>Willow</p> <p>CTE</p> <p>CBI (Community Based Instruction) Special Education</p> <p>ELD/ELL Support</p> <p>Naviance</p> <p>SSTs</p> <p>Engagement Team (for Distance Learning</p> <p>Aeries</p> <p>Parent’s Night</p> <p>Virtual Back to School</p> <p>IEP/Transitional IEPs</p> <p>504s</p> <p>Academic Counselor</p> <p>PTSA</p> <p>Parent’s Advisory Council (PAC)</p> <p>ELAC/DELAC</p> |

which are posted on social media.

John Swett utilizes the Cyber High curriculum to support students who are enrolled in the Independent Studies program as a primary instructional platform, as well as a support system for students who need to get caught up on credits as part of a Credit Recovery or Academic Support course.

For students who have not been able to successfully navigate the traditional academic experience, Swett offers an alternative educational program as well at our Willow Program. Willow is our Alt Ed program which offers students a reduced credit certificate and supports them with skills that they would be able to bring directly into the workplace or into a certificate program.

As a consequence of Distance Learning, many of our CTE classes, especially those which are hands-on, have been challenged in both addressing skill-building and competency. All subject areas are grappling with meeting academic vs. social emotional needs. The transition back to in person instruction is both welcome and troubling in that some programs may have to “rebuild” and even revise themselves before returning to pre-pandemic models.

ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. A-G Eligibility has improved vastly (2019 & 2020 school years)
2. AP Enrollment has remained constant and additional courses have been adopted (AP English Language & Composition, AP Anatomy & Physiology, and AP Biology)
3. Addition of new courses to meet student interests and needs (Leadership, Computer Science, A period Physical Education, (proposed) music)
4. Adoption of AVID and peer-training in use of strategies

Areas of Growth

1. Continue to work on integration of writing across the curriculum, including technical writing.
2. Establishing a definitive four year plan using Naviance to help students prepare for post graduate goals.
3. Develop ways to transition back to in person instruction and address potential learning loss due to adjustments made to pacing and curriculum covered during Distance Learning.

Our major areas of student learner need are academic remediation and social emotional support. In light of these, the primary areas in the Action Plan/SPSA that need to be addressed primarily related to Curriculum is the need to continue training and implementing the AVID strategies, especially those involving writing across the curriculum and integrating technical writing opportunities. In addition, addressing curricular adjustments made due to the constraints of Distance Learning.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

| Findings | Supporting Evidence |
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| <p>JSHS has made tremendous gains in preparing our graduates for college. The Master Schedule includes courses satisfying A-through-G requirements for the University of California (i.e. fifteen year-long courses, eleven of which are completed before the senior year), which also satisfy requirements for the California State University system, and public and private colleges in California and other states. It is the expectation that all JSHS students complete these prerequisites unless there is an academic or other other reason they cannot.</p> <p>Annually, departments review CCSS standards and teachers revise, update, and review their syllabi with students to ensure students understand course expectations. At the District level, there have been concerns expressed about “learning loss.” The Distance Learning model does seem to have revealed that students seem less certain of expectations in this format. Although students are doing fairly well with Distance Learning, many seem to be struggling. As the school begins to plan the transition back into in person instruction the staff anticipates the need to develop ways to ease this transition.</p> <p>JSHS has a culture orienting students toward a college goal, including fairs, events, posters, and advertisements (for example, college pennants decorating hallways and classrooms).</p> <p>The college and career fair invites representatives from private and government employers (including municipal, state, and military career options). In addition, students are invited to participate in field trips to college-oriented and career-technical-education programs.</p> <p>Since the hiring of our current academic counselor in the fall of 2016, JSHS has dramatically increased the number of students who are A-G eligible at graduation. The counselor meets with all students several times</p> | <ul style="list-style-type: none"> • Master Schedule (& A-G explanation) • Advertisements, flyers • College/Career Fair • Field trip rosters from CSF, AVID, and CTE Programs (college/career) • Monthly newsletters, Powerpoint presentations • Graduation program (listing A-G students) • A-G Qualified Rates • Monthly academic counselor classroom visits • Monthly academic counselor newsletter • Naviance • Increase in Honors/AP course offerings and number of students taking AP exams • SAT exam now held on campus • Student survey of college/career awareness for AVID • Increased enrollment in community college classes • JS alumni presentations • Bond and grant from Tammer used to update CTE facilities • Working with community to recruit high school employment • Utilization of 3D instruction in science classes • Careers Academy • Immigrants Rising program for undocumented students **Need findings paragraph or statement for this** • CSF Membership Rosters |

throughout the year in their English classes and goes over their transcripts with them. She also makes sure that students that earned Ds in A-G courses take advantage of cyber high and summer school opportunities to retake the course to get the C required for A-G eligibility. In the 2018-19 school year we began giving blue cords for our graduating seniors who were A-G eligible to wear at our graduation ceremony. This motivated new students to strive for that eligibility.

Recently (Spring 2020,) our district purchased Naviance which is another tool the students use to plan for the college and/or career goals. For example, there are built-in career interest surveys in the Naviance program. The nature of Distance Learning has slightly hindered the “roll out” of Naviance to all students (and faculty.) Ultimately, this tool will be used to help students create a four year plan. The staff believes this tool will also help parents engage more fully with their student’s plans, and enable parents to monitor progress. It has seemed that some parents are not currently using access to Aeries, a dilemma which needs to be addressed more effectively.

In addition to monthly visits to English classes, our Academic Counselor sends a monthly newsletter (in both English and Spanish) out to parents with information about college testing, college admissions deadlines, college and career fairs, job/internship opportunities, school events, and a host of other items.

Although these monthly newsletters go out to parents, and our principal sends out a weekly email and phone call, we would love to see more involvement from our parents in supporting their students' academic endeavors.

More JSHS students are taking more Honors and Advanced Placement courses than ever before and the school offers a greater number and variety of these classes, which prepare students for the pacing and rigor of the university.

JSHS holds the SAT (Scholastic Aptitude Test) on campus to make it more accessible to our students, and

advertises this exam and the financial assistance available to lower-income families when taking it.

Most of our staff have attended the AVID Summer Institute, an intensive multi-day academy that trains teachers in AVID techniques that enhance instruction and support teachers in engaging students. As we work toward becoming certified as an AVID school, teachers and administrators are focussed on using AVID strategies, or WICOR, in classrooms. WICOR strategies are teaching strategies which use writing, inquiry, collaboration, organization, and reading to improve student engagement and increase rigor in the classroom. Multiple faculty meetings have centered on WICOR professional development; giving teachers the opportunity to brainstorm and share the strategies that are working in our classrooms. Additionally, the administration conducts “WICOR walk-throughs.” Classrooms are visited briefly and Principal Marley sends a weekly email to all staff and faculty sharing the highlights from her visits. Additionally, we are working to ensure students are prepared for colleges and careers, and have made this goal visible. Teachers have college banners in classrooms, every Friday is a “College and Career” dress-up day, and the AVID Leadership Team surveyed all students about their awareness of teacher expectations of their future success. The survey will be used to direct the committee toward ways we can increase college and career visibility for students and further assist in student transition from our school to higher education or a career.

We have also continued to build upon our Careers Academy. This has included the use of 3D printing and industrial safety. Further expansion of the program will be facilitated by the current modernization project. Currently the shop areas are being expanded, and improved with funds from two local bond measures. In addition, Dr. Anthony Tammer was able to secure a large grant through the State of California for the express purpose of improving the shop facilities. The Careers Academy continues to host an annual college and career fair which facilitates direct contact for all JSJS students and our local trades and businesses. This fair has resulted

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| <p>in employment of some of our students in addition to educating our student body in a vast variety of careers including military, building trades, technology, and public service.</p> <p>Increased CSF membership (in 2013-14 there were 35 members in the fall and 55 in the spring, in 2019-20 there were 59 members in the fall and 75 in the spring -- fall 2020-21 was really high, but it isn't good to use in comparison since we were credit/no credit for the semester grades that membership was based on) Here's a link to a graph</p> | |
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**C2. Student-Centered Instruction through a Variety of Strategies and Resources
Criterion**

| Findings | Supporting Evidence |
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| <p>The district supported our immediate switch to total distance learning in a variety of ways. Chrome Books were deployed for all students in need. This required the purchase of several hundred additional Chrome Books to augment the existing cash. Further the district worked with Contra Costa County to secure several hundred hot spots for the families in our four communities who had no private domestic internet service. During distance learning maintenance and replacement of equipment has been provided.</p> <p>During distance learning some math and science teachers are able to lecture as normal and do daily practice assignments, i.e., have kept a similar structure of the day (“do nows”, assignments, etc). Some even teach from home using a white board - students feel like they are still in class. But we have also made some changes, such as using a flipped classroom, being able to match more learning styles (video, reading, etc), recorded lectures that students can watch multiple times (or at different paces), utilizing more instruction sources (teacher, DeltaMath, book, videos, etc), and keeping students engaged and on task using responses in chat box (during live meets).</p> <p>An area of strength (pre-pandemic) is that teachers work with students during lunch and office hours to offer additional assistance to coach, mentor and tutor students. Many students and teachers choose to eat lunch in classrooms and</p> | <p>Lesson plans Socratic Seminar Inquiry-based instruction Google Classroom Graphing Calculators in Advanced Math Project Based Learning Performance Tasks Quizizz A variety of formative assessments to facilitate differentiate instruction Desmos Newline Touchscreen Proofs in Mathematics Flipgrid Video Lessons in Drive Postings in GC Bandlab Noteflight Delta Math Ensure 1 to 1 devices during Distance Learning (Herculean effort by small district)</p> |

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| <p>this provides a unique opportunity for teachers to work with students in content areas, as well to guide students and to address their individual needs. This welcoming school culture not only builds community, but also allows teachers to learn more about their students, to understand their learning styles, and to build strong teacher-student relationships. This also increases student success among those who take advantage of extra time with teachers. One area of weakness regarding this, however, is the inverted bell curve, in which students have A's and F's and not as many grades in between. Students with B, C, and D grades often see improvement.</p> <p>As for the CTE department, the teachers use a blended teaching model with videos and live teaching. There are also forums—monitored by the teacher—where the students can present questions, ideas, and collaborate with one another. Students also have the opportunity to have one-on-one meetings with the teachers, providing detailed instruction on an as-needed basis. These meetings can be used to deepen one's understanding of the Edhesive program, Canvas, or advanced coding techniques. For example, one student is already finished with the entire 1st semester and is trying to compose more advanced coding concepts on old problems.</p> <p>In the Social Science Department some teachers are remaining available via email and or live video feed to assist students on asynchronous days. This access to students has been particularly helpful in addressing both academic and social needs of students. In several cases students have shared information that has resulted in reference to our social services for young people who are struggling during this time. It has also assisted students in areas such as college information and even discussing current events.</p> <p>The English department has, like other departments, endeavored to have the Distance Learning environment much like the in person classroom including discussions, Socratic Seminars, and collaborative work. The main challenges that have become evident is translating physical documents into electronic format. This has been especially onerous for exams. Although teachers started the year using the textbooks, the transition to whole works has necessitated students use pdf versions of our novels and plays raising</p> | <p>Creative and flexible projects (Art memes, virtual band performances, and more!)</p> <p>Virtual labs</p> <p>Career class required for graduation</p> <p>Pathways - ask CTE teachers what we did with this??</p> <p>Careers discussed in classes (Spanish)</p> <p>Career exploration survey for students in Naviance</p> <p>Stock market simulation in Economics classes</p> <p>Computer Science courses</p> <p>Visibility of teacher's colleges (Friday dress up, door signs, social media posts)</p> |
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concern about the screen time demands. Another concern is the relative pacing of Distance Learning is much slower than in person, so discussions about essential skills and core literature have been ongoing.

The PE department continues to further deepen the knowledge, understanding, and benefits of a variety of sports. While the students are not able to meet live, the classes meet live twice a week on Google Meets.

In distance learning, the SPED department uses Google Meets to complete work packets and “Science Kits.” They also use programs such as Naviance, IEP Service Logs, and Group and Individual Instructions to guide the support and serve students.

While VAPA teachers are still able to demonstrate techniques, provide videos, and show student examples in distance learning, they have had to adapt and use different forms of assessment to engage and create.

The visual arts department has used programs such as jamboard, google slides, padlet, and alternative lessors to create art throughout the year. As for the performing arts, programs such as Noteflight, Bandlab, Google Sites, and Flipgrid have been used to explore different means of creativity. Students have created works of art made from common household material, edited virtual ensembles, produced music, and created their own website portfolios.

Overall, student learning and teaching has adapted to the Distance Learning format, however concerns about workload, engagement, and student-wellbeing have lingered in the background. Outreach to families via the Engagement team has been consistent, however some students are clearly struggling greatly with distance learning. Students seem less involved and connected: a situation which is extremely atypical of our close-knit community. Strategies to engage students, both in academics and the school community need to be developed, especially as students transition out of the isolated environment of Distance Learning back to in person.

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Students adapted quickly and well to technological challenges of Distance Learning, with support from district office and school staff.
2. Academic counselor supporting and engaging students in academic, college, and career goals.
3. Strong personal relationships between teachers and students allow us to differentiate and meet a wide variety of student needs.
4. School-wide AVID implementation and focus on strategies and engagement.

Areas of Growth

1. Increasing parent and family involvement in student academic achievement and college and career goals.
2. Continue improving student engagement and academic involvement.
3. Review strategies to enhance student motivation and accountability.

Our major areas of student learner need are academic remediation and social emotional support. In light of these, the primary areas in the Action Plan/SPSA that need to be addressed related to Learning and Teaching are primarily improving student involvement, motivation, and accountability. An issue that seemed more easily addressed in person which has become much more pronounced in Distance Learning.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

| Findings | Supporting Evidence |
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| <p><u>D1.1</u> Individually, teachers use a variety of methods to assess their students, both as formative and summative assessments. The staff reviews student performance primarily at the end of grading periods and collaborates on assessment strategies to improve student success. However, during Distance Learning these opportunities to discuss consistent, campus-wide practices have declined markedly. Like many teachers across the nation the staff are distressed by seemingly higher Ds and Fs. We’ve discussed that one factor that has contributed to this decline is the very nature of Distance Learning as we feel our struggling students need in person encouragement (and even cajoling) to succeed.</p> <p>All teachers use Aeries for recording grades and analyzing growth. Many teachers use Aeries when reviewing struggling student progress and consult colleagues in cases where there is a vast difference of performance between courses to collaborate on strategies to help an individual student. All teachers are required to enter grades in a timely manner to give students the ability to analyze their own performance. Email updates of student progress can be sent at will to students and their parents, allowing them to ensure that students are meeting expectations.</p> <p>As a result of distance learning, all teachers use Google Classroom to facilitate instruction and to assess progress. This has been enhanced due to the fact that grades from Google Classroom automatically upload into Aeries. The district’s decision to first become a “Google School” and then upgrade to the “Educational Suite” has allowed for teachers to use tools like the “check for originality” feature to monitor for plagiarism. Universally, teachers feel that these tools will continue to be used when we return to “in person” instruction.</p> <p><u>D1.2</u> Although there is not a school-wide consensus or standardization of grading policy, mastery of key concepts is a cornerstone of assessment. Individual departments have a high</p> | <ul style="list-style-type: none"> ● CAASPP ● Aeries (to provide summary and performance reports) ● Comparing student performance across classes and from year to year ● Formative Assessments ● Warm-ups ● Quizzes ● Mid Chapter and Chapter tests ● Google Meet polls, chats, breakout rooms ● Google Classroom questions and/or forms ● Summative Assessments ● Benchmark tests: Midterms, Final Exams, projects (both individual and group) ● Progress reports & report cards ● WJ4 - initial IEP ● Teacher communication with parents/guardians ● Student Trackers (SPED) ● Staff meeting student data analyses ● Teachers collaborate with Specialists, Administrators, Colleagues, and Parents ● Skills, ELL, and students with diverse needs have differentiated assessments ● Department collaboration (math) on pacing and performance expectations - & collaboration with middle school teachers ● D1.3 ● Teachers have Naviance accounts so they can help monitor students as needed ● D1.4 ● Links to the syllabi are posted on the teacher pages on the school website ● Professional development |

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| <p>level of consistency with respect to grading policies. Some departments (like mathematics) have developed common pacing, assessments, and benchmarks. Other departments (like English, Social Studies, and Science) collaborate regularly on expectations, especially those needed to ensure articulation between grade levels. The adoption of the AVID program has helped develop more school-wide common forms of assessment and provided consistency across the curriculum in monitoring and measuring student performance. Most teachers use warm-ups and checks for understanding as formative assessments wherein students can see if they have grasped prior lessons. During Distance Learning, teachers have used Google Question, Google Forms, and Google Meet Polls, Breakout Rooms, Remind, or Chat. Another method adopted during Distance Learning is gauging improvement of an individual student’s performance rather than mere mastery.</p> <p>As a school, the number of students that have graduated with an A-G diploma has increased significantly in the last few years as a direct result of lengthy discussion, and strategic efforts to increase these numbers.</p> <p>Teachers communicate (using email) to compare student performance in different classes. Teachers also collaborate with Specialists, Administrators, Colleagues, and Parents. Skills, ELD, and students with diverse needs have differentiated assessments. Most departments collaborate on pacing and performance expectations and strive to facilitate articulation from the middle school by periodic discussions and collaboration with those teachers. The CAASPP interim assessments are also used to monitor performance (when the system is available.)</p> <p><u>D1.3</u></p> <p>Monitoring student growth has primarily been the role of administration and the academic counselor. The English (and occasionally Social Studies) departments assist the Academic Counselor by facilitating monthly workshops. However, students (and their parents) have primarily been responsible for following through and taking charge of their own progress. Fortunately, in the spring of 2020 the Site Council approved expenditure on the Naviance program to systematically guide students in developing and following a four-year education plan. Naviance is a way for students to make a plan, review</p> | <p>(both site and district)</p> <ul style="list-style-type: none"> ● Department meetings |
|---|---|

the plan, and monitor progress meeting that plan. The Academic Counselor, through English courses, facilitated student enrollment into the Naviance system and setting up various tasks for students to accomplish. We are in the process of learning and adopting this program and hope it will not only help students understand the vast post-graduate pathways available to them, but guide them in making and meeting goals. In addition, using Naviance, in conjunction with Aeries, Google Classroom, and teacher syllabi might help students better understand and meet expectations, further developing a sense of personal accountability for their own success.

D1.4

Annually, a professional development calendar has been developed by the Administrative Cabinet. For the past few years, most topics have focused on social justice and equity issues rather than the “nuts and bolts” of assessment. In the future, the district might benefit from a K-12 discussion of expectations and assessment beyond the CCSS framework and CSSAPP benchmarks and results. The District’s graduation requirements have been largely unchanged, however based on the level of mathematics expected on the CAASPP, review of the mathematics programs K - 12 is in order. A proposal to increase the mathematics graduation requirement would be the expected outcome of this review.

At the high school level, most Departments meet before the start of school to discuss pacing, categories for grading, and class structure. All teachers prepare a syllabus including grading policies and expectations and submits the syllabus to Administration. This past year, those policies were included on the JSHS school website teacher pages almost universally for the first time. Departments meet monthly and collaborate on ways to help refine these guidelines and adjust, as needed, to ensure student success. For example, during the discussion of modifications for Distance Learning this past fall, most departments agreed to target essential topics and skills to adapt to the practical limitations of learning remotely (like screen time considerations.)

The school is proud to have a robust Career and Technical Education program supported by the district’s long-standing commitment to the Careers Academy. In CTE, due to the nature of the courses, assessment is competency-based and

builds skills. Having CTE courses is not a state requirement but addresses the needs of our community to have programs that provide career readiness for our students.

D1.5

Based on previous review of student progress and needs, resources have been allocated primarily to Naviance and AVID. The staff envisions that Naviance will allow students to “take ownership” of planning their own educational goals and facilitate their transition into the post-graduate college or career path. The decision to become an AVID district developed from needs discussed in faculty meetings and observed in administrative walk-throughs. Although AVID was initially proposed by the administrative team, as faculty complete the training they have begun to embrace these educational practices. The best part of the AVID program is that it facilitates teacher lead professional development and enables the faculty to develop and share best practices.

Overall

John Swett is still striving to develop campus wide consistency in both reviewing student data and assessment practices. Prior to the shift to Distance Learning, the main factor hampering developing clarity and consistency in assessment had been turnover in the Administrative team (both district and site level.) In the time since the last visit, the district has hired a new superintendent and new SPED/Curriculum Specialist, both of whom primarily have experience on the K - 8 level. In addition, and most importantly, the high school has hired TWO new administrative teams (Principal and Assistant Principal,) that is: the administrative team from the 2013-14 full visit was partially replaced by the 2016 -17 interim visit, and that team has since been completely replaced by the current 2020-21 team. One favorable factor during all of this change is the restoration of the position of Academic Counselor in the fall of 2016. The relatively small number of staff members, and the strong core of the Leadership Council have helped develop some consistency, albeit this is less than ideal.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

| Findings | Supporting Evidence |
|--|---|
| <p><u>D2.1 & 2:</u></p> <p>Rubrics are used not merely as supporting evidence in summative assessment, they also serve as ways to gauge mastery and improvement.</p> <p>Some teachers use graphic organizers to help students organize their thoughts, but more importantly, to help teachers make formative assessments of a student’s ideas. We also use Do Nows, to get feedback on students’ prior knowledge. While in the classroom students would use pencil and paper and we could walk around and get a quick understanding of their knowledge. Or they could write their answers on white boards or transparency sheets and hold them up so that staff could do a quick assessment that would help with their lesson of the day. With Distance Learning we have been forced to find alternate methods for quick assessment. Our staff has been using Google Forms, Polls or chat waterfalls in the Live Meets, and asking students to answer questions in the Stream on Google Classroom.</p> <p>During a Live Meet lesson, Progress Checks are used during instruction to assess students’ initial understanding of concepts within a lesson. While in the classroom, teachers are able to look around the room and look for a “thumbs up/thumbs down”, or “Gimme Five” response to a question. It isn’t as easy during Distance Learning, but Progress Checks can be made by asking questions during the lesson and having students answer in the Chat. The Chat feature has allowed teachers to assess student knowledge so that they could either go deeper with their explanations or move on to the next concept. This type of formative assessment helps teachers make the best use of the little time they have.</p> <p>Exit Tickets are used by some teachers to assess what the students have learned during the class so that teachers can plan for future lessons. Is there a concept that needs to be covered in more detail, or just mentioned again for a quick clarification? While in the classroom, students turned in a piece of paper. During distance learning, teachers are using Google Forms, or issuing a Google Doc for each student to fill</p> | <p><u>D 2.1 & 2:</u></p> <ul style="list-style-type: none"> ● Rubrics ● Graphic Organizers ● Progress Checks ● Check Lists ● Exit Tickets ● Do Now ● In Class Essays ● Quizzes ● Tests ● Team Member form (SPED) ● One-on-One Consultation ● Projects ● Presentations ● Collaborative activities ● Socratic Seminars <p>Distance Learning Additions:</p> <ul style="list-style-type: none"> ● Flip Grids ● Nearpod ● Jamboard ● IXL Learning (Sp. Ed) ● Polls and Chat Waterfall Question Entries to Google Meets ● Google Slides Padlet ● Email Check In/Tracker ● Presence Learning (Online Sp. Ed initial and Triennial assessment program) ● Google Meet Breakout Rooms ● CTE One-on-One Tutorials ● Spanish Practice one-on-one |

out.

Quizzes and tests are used by teachers to assess knowledge at the end of a concept. Students tend to take quizzes more seriously as they tend to have a higher point value than other formative assessments used.

For formative assessments, the math department uses daily assignments and gives tests at the middle and end of chapters to assess student knowledge. The mid-chapter tests give both the teacher and student feedback on which concepts need to be re-taught or studied before the chapter test. Multiple versions of teacher created paper tests are used while in the classroom but Delta Math has been used for Distance Learning. The Delta Math program is being used for both daily assignments and for tests. Teachers create the assignments using topics in the Delta Math library, or if they want something different they have the ability to make their own problems. The students have access to help videos and examples, but more importantly, they are given instant feedback on their answers. During tests, also teacher created, students are given different problems than their peers and once the teacher releases the tests, they can review their answers and see the solutions to incorrect problems. Teachers then have the ability to create Test Corrections so that students can go back and show they have learned the concepts they missed. Students are given feedback on all tests in Delta Math so they can relearn concepts they haven't mastered.

The only summative assessment used by the Math Department is the Final Exam. The Final Exam covers material taught throughout the semester and shows what was actually mastered by the student.

The Science Department uses multiple measures of formative assessment. Students are frequently asked to answer content specific questions both in the class and during distance learning. While in the classroom we were able to get immediate feedback from students using hand signals or white boards/transparency sheets, but during distance learning teachers have had to ask for feedback using either a Google Form, a Poll, or using the chat function. Students answer teacher provided questions, either from a book, EdPuzzle, or questions that the teacher thought up that are relative to the

concept being taught.

For summative assessments, tests were given on topics when we were in the classroom, but projects done using Google Tools are the preferred method of assessing students during distance learning.

Distance Learning has somewhat impacted the consistency of assessment, especially summative assessment. For example, prior to Distance Learning, nearly every Language Department teacher administered vocabulary quizzes routinely. Creating those tests was relatively easy and monitoring could be done in person. Now due to the nature of Google Forms as a method of testing, the department teachers are no longer administering vocabulary tests but are building vocabulary using different activities.

Testing in general during Distance Learning has created a dilemma. Many teachers are concerned about the integrity of testing. Although features in Google Classroom like the “originality” check help monitor plagiarism, this feature is primarily used for essays rather than routine assignments and even more rarely for tests (originality check is not available in Google Forms, which is most commonly used for testing.) Given the suspension of state-wide testing and the traditional college admissions tests, John Swett High School is not alone in seeking a solution to administer traditional tests and ensure integrity.

Special Education teachers use formative and summative assessments as an ongoing process to support both students and teachers accommodate students with IEPs. Although the IEP assessment tests such as the Woodcock Johnson 4 give us an overview of student ability, the Special Education team uses multiple tools to assess and monitor progress such as; one-on-one consults, a computer program called IXL which allows students to work at their individual levels, Google Breakout rooms to work in small groups or individually, private meetings before or after live meets, as well as meeting live on asynchronous days. Students with grades lower than a C are required to have their teacher/s fill out a bi-weekly progress report that allows General Education teachers to write comments about student strengths and areas of improvement. Once completed, the SpEd teacher reviews comments with

students and they brainstorm ways to improve. Since distance learning, students are required to email teachers and cc SpEd teachers. This information is then reviewed during an individual session. Students with a “Skills” designation are on a modified curriculum within the general education classroom and are given differentiated assessments. These assessments help Gen. Ed teachers continue to modify student work as needed so that the student with an IEP can be successful and remain in the least restrictive environment. However, despite several workshops to help staff support students needing a modified curriculum, there is still work that needs to be done to individualize the curriculum even more.

In Distance Learning, teachers have had to add more summative assessment methods because they are no longer able to gauge student knowledge based on facial expressions and non-verbal cues commonly used for formative assessment.

As a staff we regularly analyze the students that are below a passing grade and brainstorm ways to help those students succeed. The more serious issue of students “ghosting” classes during Distance Learning has resulted in District-wide concerns regarding student success. The high school has an Engagement team which provides outreach to students who have chronic absences, or have not been turning in work. The team meets daily at noon to check in and contacts students through email, phone, and even in person, if necessary.

While the CTE curriculum in the Manufacturing Pathway is competency-based, assessment is in general performance based. Since the competencies that comprise the curriculum are related to performance tasks generally accepted as being critical to career success in the pathway, the assessments employed are authentic. The teachers in the manufacturing pathway thus use authentic performance-based assessment practices.

Both CTE teachers are aware that underlying the specific competency assessments employed, there is a set of skills that are slowly developed as a result of concrete practice, that are less well defined and harder to assess. As an example, critical observation is an important skill in both machining and

welding: The surface finish of machined and welded parts is critical in most modern manufacturing. Critically observing the finish of a machining or welding operation during the process is critical to the outcome, and is learned. Another example is extracting information: Machinists and welders obtain measurements from prints, and proceed from this point.

There is a host of similar underlying skills and attitudes that are critical to success in any craft; Deliberation in body movements; strict concentration on an activity; thinking ahead to avoid a dead-end in a process; patience in setting up and measurement. We hope to instill these skills and attitudes not so much by talking about them as in demonstrating them. Often they do not fit easily into rubrics.

For the CAD class students' work is accepted and assessed as it is completed. Practical assessment takes the place of formal tests. Student's work is accepted as complete once each assignment is substantially correct, to reinforce the concept that an incorrect detail on a print may cost thousands of dollars in rework, and may constitute a danger to users of faulty products produced by incorrect prints.

Although we have tools for students to use to monitor their own progress, distance learning has made us aware that the students need to be better trained to use these tools to maximize their success.

Overall:

We are fairly effective, but there is concern that we should be more consistent across the campus. This is evident through Department Meeting Discussions, Google Forms, staff discussions, administrative (site and district) meetings, emails, parent, and student feedback.

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Variety of tools, consistent, school-wide use of Aeries, Google Classroom, AVID strategies, etc.
2. Formative and summative assessments used across the curriculum.
3. Due to the small school community, teachers can easily discuss individual student progress and share strategies for reaching individual students.

Areas of Growth

1. Explore development of a clearer school-wide policy on assessment.
2. Clarify modifications and accommodations for special needs students.
3. Students need to know how to navigate Aeries, understand grading policies, especially weighted grades and take “ownership” of their own progress.

Our major areas of student learner need are academic remediation and social emotional support. In light of these, the primary areas in the Action Plan/SPSA that need to be addressed in Assessment and Accountability are primarily related to developing strategies to continue to use formative and summative assessments school-wide, evaluate the feasibility of developing a school-wide assessment framework, and better prepare students (and parents) to navigate Aeries and Google Classroom to monitor their own progress.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

| Findings | Supporting Evidence |
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| <p>E1.1. Parent Engagement:</p> <p>Parents are welcome to be involved with their student’s school career first by being invited to take tours of the campus or attend Freshman/New Student Orientation. This open door policy contributes to the friendly and collaborative atmosphere on campus. Parents and community members are welcome to attend events related to sports, music, theater programs and are informed via the school’s website and social media sites. Parents have varied opportunities to become involved in the school community: they are invited to join PTSA, Site Council, Student Study Team, and the John Swett Education Foundation. ELAC holds meetings in which Spanish-speaking parents primarily attend and they learn about transcripts, mental health, resources for supporting ELD students, etc. The presentation is translated. Parents also get recorded and personal phone call reminders to attend. Information is also posted on the JSHS webpage to make it more accessible to parents such as the flyer and meeting link. Many staff members also text parents since this is a much faster/easier way to communicate. Every Junior/Senior that is at-risk of not graduating or possibly transferring to our Continuation school always gets a phone call/email/text to set up a meeting to discuss with the counselor. The Academic Counselor sends frequent emails to students/parents regarding offered workshops, deadlines, job/internship opportunities, etc.</p> <p>Aeries access for grades, communication, and attendance enables parents to keep track of their students progress, and teachers welcome email and voicemail communication to clarify and assist parents to ensure their students' success. Parents can also be added to the teacher’s Remind class to receive updates (if the teacher implements this app as part of their curriculum.)</p> <p><i>COVID Fall 2020: Additional Notes</i></p> <p>-Parents can join Google Classroom to get weekly updates on what is being assigned</p> <p>-Online ELAC Meetings</p> | <ul style="list-style-type: none"> ● Agenda/notes from the meetings; attendance of interpreter as needed ● Back to School Night ● Site/District Website ● Announcement/sign-in/agenda ● Invitations sent out/sign in list ● PTSA Meeting minutes ● SSC Meeting Minutes ● Bilingual newsletters, pamphlets and flyers ● ELAC Meetings/Agendas ● Marquee/Digital Announcements ● Weekly Site/District Robo Calls ● Facebook/Instagram ● Positive Postcards ● Aeries Portal ● Google Classroom ● Warriors Weekly Digital/Video Announcements ● Google Meets meetings regarding grad progress ● Remind App ● Diversity, Equity & Inclusion Meeting ● IEP Goal updates sent home bi annually (progress reports on IEP goals sent home to parents/guardians) |

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| <p>-Online IEPs via Google Meet -GoToConnect to call families under the school phone number</p> | |
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E2. School Culture and Environment Criterion

| Findings | Supporting Evidence |
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| <p>E2.1. Safe, Clean, and Orderly Environment:</p> <p>While construction has presented challenges, great care has been taken to ensure we maintain a safe, clean, and orderly school site. Our school has a school safety plan and each teacher is given a copy/digitally. The information contained is also delivered orally in staff meetings at the start of each year and throughout the year at our meetings.</p> <p>Some routine policies, procedures, and tools related to safety include:</p> <p>-Teachers inform students in each class of the evacuation and shelter procedures. Teachers are encouraged to join administrators in the hallways during passing periods to keep things orderly.</p> <p>-Regarding internet use, students must sign a computer and internet use agreement prior to being allowed access to district computers. The district also utilizes Light Speed internet blocking software to restrict website access.</p> <p>-DevPro: Staff accessible app to designate any emergency on/off campus via cell phone</p> <p>-Sandy Hook Promise is an organization that provides free resources/programs to schools to prevent school violence. The Say Something ARS (anonymous reporting system) was initiated at John Swett in January, 2020. Before launching the ARS at both JSHS and CMS, we had a presenter come and train students to identify someone that may be in harm's way. The students were taught signs to look for, and the process of the reporting system.</p> <p>-TUPE: Keeping students educated about living Tobacco/Marijuana Free. Student TUPE Educators are trained and go into classes to teach lessons on Tobacco affects. Schoolwide events and information is shared throughout the year. JSUSD was added to the Contra Costa County Office of Education TUPE Grant in 2019.</p> <p>-Student Support Assistant was added 2019-2020 to support kids and keep them safe.</p> <p>-The District Site Safety Committee is made up of</p> | <p>E2.1.</p> <ul style="list-style-type: none"> ● DevPro App ● Say Something App ● District/Site Safety Committee ● Site Safety Plan ● Lightspeed Blocking Software ● New Construction ● Hydration Stations ● Lab Safety Training ● Physical Education Policies ● Staff Meeting Handouts/Documents ● Professional Development ● Video Surveillance ● Quarterly Law Enforcement Education Task Force (Keeping Kids in School) ● CCC Health Services Van ● Immigrants Rising services ● Stop the Bleed ● PE with more health related curriculum ● Tango Tango |

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| <p>Rodeo/Hercules FD, Crockett/Carquinez FD, CCC Sheriffs Dept, Reps from JSEA, CSEA, Safety Coordinator for the district, along with other site administrators. The charge is to go over and look at new/old policies pertaining to safety. To ensure staff and students are safe on campus.</p> <p>-IIPP: Injury and Illness Prevention Plan is being put into place and is in the process of being approved.</p> <p>-Run, Hide, Fight - Protocols are used in our school district</p> <p>-Stop the Bleed: Stopping major bleeding of a traumatic injury and hands only CPR was presented with hands on training with compression dummies and even a bleeding dummy to show how to put on a tunicut. All students 6-12 grade (Spring 2019)</p> <p>-Sanford Speaker-Fall 2019 to discuss trauma</p> <p>-PE classes have incorporated more health related curriculum</p> <p>*Incidents that occur near our campus</p> <p>-Shelter in Place: Releasing students, incorporating the city buses and First student transportation and Westcat to get students evacuated from the area.</p> <p>-Tango Tango is a 2 way communication device via your cell phone. They are connected to the existing radio devices used by school staff.</p> <p><i>COVID Fall 2020: Additional Notes</i></p> <ul style="list-style-type: none"> ● PPE provided ● Digital Thermometers with batteries, hand sanitizer, cloth mask for staff, ● Door signs with cleaning history ● District COVID tracing survey for staff weekly sent via Google Form ● Sign in sheets at the main office ● Office staff have plexiglass around their desks ● Plexiglass partitions purchased for classroom teachers | |
| <p>E2.2. High Expectations/Concern for Students:</p> <p>One of the strengths of John Swett High School is the atmosphere of caring and concern. Students and staff alike describe our school community as being like a family. The small size of the school and district certainly contributes to this dynamic. Alumni frequently visit throughout the year and keep in contact with their former teachers. In fact many</p> | <p>E2.2</p> <ul style="list-style-type: none"> ● Aeries ● Annual Calendar ● Established Grading Periods ● Senior Awards Nights ● Athletic Awards Evenings ● Get Real Academy |

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| <p>staff members throughout the district are JSHS alumni including coaches, classified staff, teachers, and administrators.</p> <p>We have a variety of clubs to appeal to individual differences among the student body (i.e. CSF, Leo’s Club, World Arts Club, Amnesty Club, Plan A, Animal Impact Club, LGBT Youth Homeless, Debate, and Wellness Club, etc.). We also recognize our artists of the quarter (and show slides of their work), honor roll students, students with perfect attendance, students of the month, etc.</p> <p>Our site has implemented the Say Something app for students to anonymously report any emotional concerns/incidences; this is especially important for meeting students’ social and emotional needs.</p> <p>The Health Van is an invaluable resource to our students who are in need of health resources, as well as confidentiality. Students can sign up for an appointment with the Contra Costa County Health Services and receive on-campus access to medical, dental, mental health and preventative services for students.</p> <p><i>COVID Fall 2020: Additional Notes</i></p> <ul style="list-style-type: none"> ● Multicultural Daily Question Suggestions offered to teachers to use in Google Classroom. ● Online Quarterly Student Recognition Assembly ● Online Club Fair ● Engagement Team (see section E3.2) ● Wellness Project- headed by one of our BACR interns & students: small group of students striving to make a big impact on our school community | <ul style="list-style-type: none"> Records ● Tobacco Use Prevention Education ● BACR Counseling Staff ● No One Eats Alone Day ● Say Something Week ● Start with Hello Week ● Multicultural Assembly ● Quarterly Student Recognition Assemblies ● Sanford Assembly 2019 ● Annual College/Career Fair ● AVID ● Cocoa and Cram Sessions ● Homework Clinic ● COST/SST/IEP Meetings ● Curriculum Support Class ● Faculty Open Door Policies for Academic Assistance ● Senior Awards Ceremony ● Pep Rallies ● Freshman Orientation ● 8th Grade Night ● Student Clubs ● Immigrant Rising ● Naviance ● Say Something App ● Engagement Team ● Health Van |
| <p>E2.3. Atmosphere of Trust, Respect, and Professionalism:</p> <p>The administration has encouraged and fully supported peer observations. Administration focuses on weekly district goals when visiting classrooms. Administration sends a weekly email to highlight areas of improvement, as well as areas of strength, that are detailed and acknowledge individual teachers for their hard work. Admin has also been able to continue weekly observations during Distance Learning by visiting virtual live classes and continuing to provide feedback</p> | <p>E2.3</p> <ul style="list-style-type: none"> ● Staff Meeting/Professional Development ● Collaboration Activities ● IEP/SST Meetings ● Leadership Council Meetings ● Student Clubs/Advisors ● Course Syllabi ● Student Recognition |

in our weekly Friday emails.

Students are deeply connected with each other. The campus was a lively, and genuinely joyful place. Many students had close relationships with members of the faculty. Teachers are in hallways during passing periods, many hold their classrooms open to students during lunch. Many teachers sponsor student clubs, which routinely meet during lunch and after school in their rooms.

Our Special education teachers frequently express gratitude for the high level of attendance of faculty members at IEP and SST Meetings.

We have had several staff members trained during the annual AVID Summer Institute, as we have continued to increase numbers for the past three years. This institute has encouraged not only our site members, but also our district members to come together and relate with one another on a professional and personal level. This institute provides us time to promote continuity across subjects and grade levels.

Training on racial equity and diversity is included within the District’s annual professional development at the end of summer; we have had professionals serve as our guest speakers to help educate our district on the issues of racial equity and diversity in the education system. We have also had a separate site training on the subject during fall of 2020. The District Equity initiative was approved by the school board in 2018 and serves to guide District-level Professional Development plans.

Our substitute system is one that needs support from our District as well as from outside sources. We have a limited number of substitutes available from the pool in which is shared by all three campuses in our district (Rodeo Hills Elementary, Carquinez Middle School, and John Swett High School); the other contributing factor to this area of weakness is that we struggle to keep substitute teachers in our system due to the competition of pay from surrounding districts. Due to these reasons mentioned, our teachers are needed to period substitute for their colleagues when a sub cannot be found to fill the position, resulting in a loss of the teacher’s prep period

Assembly

- Site Website/Teacher Pages
- AVID Professional Development/ Summer Institute
- Black Lives Matter PD
- Substitute System

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| <p>for the day. This ensuing issue with our system can impede a teacher’s prep period anywhere from once a month to a whole month’s worth of subbing for a colleague if no substitute teachers can fill in the position. We are hoping to receive some aid in this challenging area so we can alleviate the problem.</p> <p><i>COVID Fall 2020: Additional Notes</i></p> <ul style="list-style-type: none"> ● Counseling set up a website for staff, students and parents to refer individuals in need. ● Google Classroom set up for Staff to communicate with admin ● Teacher “Sandbox” Google Classroom to share ideas related to distance learning ● Staff Weekly Check-Ins with BACR intern counselor (Spring 2020) | |
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

| Findings | Supporting Evidence |
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| <p>E3.1. Academic Support Strategies for Students:</p> <p>The Academic Counselor presents every month to all four grade levels on a variety of topics such as: transcript review, understanding high school, grade report review, financial aid, choosing classes for the next year, cover letter support, resume support, and college and scholarship applications. This is all done in the English classes.</p> <p>Through maintaining high expectations, interventions, and programs we have increased the number of students who are meeting the A through G requirements. In addition we are improving the opportunities and placement of students who seek to transition directly into a career following high school.</p> <p>Our site offers Homework Clinic twice a week for any and all students who want or need academic assistance; here students have peers and teachers to support students with the academic gaps they may be struggling with across multiple subjects. We are in need of a tutoring system for students, even peer tutoring (possibly involving CSF members, AP students, etc.); a more systematic approach to peer tutoring would enhance the Homework Clinic, rather than the current informal peer</p> | <p>E3.1</p> <ul style="list-style-type: none"> ● Curriculum Support Class ● Cyber High ● Homework Clinic ● Counseling workshops offered on a monthly basis in English classes to discuss transcripts, GPA, college, job searching, etc ● COST ● AVID ● CTE Course Offerings |

assistance.

ELD: Students would attend Homework Clinic if we had high-performing bilingual students available to help them in the needed subject. There was a job posting for adult bilingual support but because it is only a few hours a week it is difficult to fill it.

All Seniors who earn an F grade on report grades get a phone call home to notify parents and discuss support for academic improvement.

Eight staff members were trained in AVID strategies during our first year of implementation in the summer of 2018. Since then we have increased our AVID elective to two sections, we have trained staff with various WICOR strategies during staff-lead professional development. Currently we have a total of thirteen current staff now AVID trained.

CTE/ROP Course Offerings: John Swett High is the only school in the county which has developed an industrial strength manufacturing curriculum. Continuing development of this program has led to the establishment of articulation agreements between the Introduction to Manufacturing, Machining, and CAD classes with Diablo Valley College. On October 5th, 2020 we learned that our grant application had been accepted by the Office of Public School Construction. The amount of the grant came to \$791,591. CCC has a partnership with JSHS so that if students earn a B or higher grade in CAD they will get college credit.

COVID Fall 2020: Additional Notes

- The Engagement Team includes an administrator, academic counselor, mental health counselor, student support assistant, office clerk and librarian. The team meets daily to discuss student attendance, grades, and social/emotional welfare of students during distance learning. The team also provides resources to students struggling with attendance, grades, and social/emotional well-being.
- Meet once a week with ELD students to help with use

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| <p>of technology and language support (on campus when campus was open), now virtually when requested</p> <ul style="list-style-type: none"> ● Paraeducators meet one on one or in small groups via Google Meet to assist students with academic support | |
| <p>E3.2. Multi-Tiered Support Strategies for Students:</p> <p>School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.</p> <p>John Swett offers a variety of personalized support for students in grades 9-12 such as student study teams that identify students who are having problems with academics, health, attendance, and/or behavior. Academically, John Swett offers a Social Studies/Health unit for all ninth graders and continues to offer resources/referral to parents and youth for services in their community.</p> <p>Students with potential mental health issues are referred to Bay Area Community Resources (BACR) counselors that are on campus; through teacher referrals, as well as a self-referral process on our school website for our students.</p> <p>Students with IEPs and 504s receive personal counseling, speech/language services and academic assistance based on their IEP requirements.</p> <p>Teachers can recommend students to our COST (Coordination of Services) Team; students about whom teachers have concerns are placed on a list whether based on chronic absenteeism, distance learning difficulties, and/or overall academic difficulties. During these meetings students' individual cases are discussed and assessed as to whether the student can benefit from counseling, assessments, a 504 plan, or any other applicable support available for the students.</p> <p>In addition to working on Culture and Climate, the District has been identifying ways to support struggling students using a team approach. Each school had a Coordination of Services Team (COST) that meet on a weekly basis to support at-risk students. These teams of teachers, administrators, and specialists met to develop interventions for students, classroom supports for teachers, counseling options if needed, and ways to engage families and community agencies in supporting students. In addition, we had a District COST team</p> | <p>E3.2</p> <ul style="list-style-type: none"> ● COST Team ● SST Meetings ● BACR Counseling Staff ● Engagement Team ● Say Something App ● Self-help postings on social media ● Meetings w/ senior AVID class for help with resources ● Virtual office hours ● Counselor's Newsletters ● PE health curriculum |

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| <p>that worked to support the highest needs students within the District. While we are still seeking ways to make the COST system more effective, we were able to directly support and engage many struggling students.</p> <p>In the fall of 2019 John Swett High School was added to the TUPE (Tobacco Use Prevention Education) grant for our County. We have a Site Coordinator</p> <p><i>COVID Fall 2020: Additional Notes</i></p> <ul style="list-style-type: none"> ● Posting self-help posts on social media to help students/parents learn how to review grades/attendance on Aeries, etc. This is also translated to Spanish ● Virtual meetings with the Senior AVID class to help them with more detailed support on FAFSA, college and scholarship apps, etc. ● Virtual office hours ● Counselor’s Newsletters contain links to common, invaluable information ● PE incorporates health class curriculum ● Using many different educational online platforms for varied learning modalities ● Engagement Team- members perform weekly check-ins with students and parents of students who are struggling with attendance and academics to determine available resources that can help with student success. ● Engagement Team- members perform weekly check ins with students who are truant to see if additional resources are available to help improve attendance. ● Resources include referrals to BACR counselors for social/emotional services. ● Provide resources that may help students with attendance and academics such as chromebooks and wifi hotspots. | |
| <p>E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:</p> <p>The Special Education Joint Committee (SEJC) meets monthly to discuss all special education throughout the district. One special education teacher serves from each site (Rodeo Hills, Carquinez, John Swett). Other members of this committee are the head of the teachers union and an administrator from the</p> | <p>E3.3</p> <ul style="list-style-type: none"> ● AVID Senior & Staff Surveys/(CCI) ● AVID Site Data ● Quarter Grades ● Attendance Records ● Engagement Referrals ● Bi annual IEP goals |

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| <p>district office.</p> <p>The AVID Site team meets monthly to review the Coaching and Certification rubric, the team is made up of AVID trained teachers and administration. The team also discusses AVID strategies to be implemented for classroom use, and shared during professional development meetings.</p> <p>The District COST (Coordination of Services Team) team meets on a weekly basis to discuss student needs, and identifies the resources needed.</p> <p><i>COVID Fall 2020: Additional Notes</i></p> <ul style="list-style-type: none"> • The Engagement Team meets monthly during District Engagement Team meetings to discuss findings, suggestions and interventions. • Health Van resources are still available with Distance Learning, but the students would need to travel to the location • Mental Health website (linked on the school’s website) for students to self-refer to counseling for support. Mental Health survey conducted via English classes in early February, 2021. | <p>updated and sent home to parent/guardian.</p> <ul style="list-style-type: none"> • District COST Team • Health Van |
| <p>E3.4. Co-Curricular Activities:</p> <p>John Swett students are a diverse and talented group of individuals. Students are deeply connected with each other and tend to find that our campus is a lively, and genuinely joyful place for them to spend time.</p> <p>Student government regularly sponsors spirit weeks with themed days and activities in which a large percentage of the student body takes part in. Even during Distance Learning, our Leadership Counsel has been able to maintain our Spirit Weeks and weekly announcements digitally.</p> <p>The John Swett Leadership Class consists of elected students, appointed representatives, that are required to take the course. The focus of this class is student leadership and the development of leadership skills through class work and practical experience including school and community service. The course objectives are to: develop and utilize communication skills, foster knowledge of parliamentary procedures, develop a sense of personal responsibility, work</p> | <p>E3.4</p> <ul style="list-style-type: none"> • Spirit Weeks • Homecoming Week • Dances • College & Career Fair • Athletic Teams • Leadership Class • AVID Electives • College Visits • “Class of” /Groups • Community College Partnership • Cash for College Partnership • Fall 2019 Wells Fargo Partnership:Banking 101 • Phillips 66: Internship Partnership (summer) • Crockett Library partnership |

effectively in groups, encourage positive school climate, develop and apply problem solving skills, plan and implement school activities, and develop and appreciate the community through participation in service projects.

Other student engagement events include:

College & Career Fair: We have a variety of representatives who are available for students, from employment to four-year/technical/community college reps; colleges come to distribute info to students & college reps even accept paperwork from students to start their application processes.

College Preparation: Thanks to our Academic Counselor, our school has a partnership with Contra Costa College. This nearby community college offers a series of workshops to help the seniors progress with their college applications. We also have a partnership with Cash for College, which offers the students free volunteer counselors to help with the FAFSA application process. We additionally have a Wells Fargo partnership that offers students workshops on building credit, checkings/savings accounts, and credit cards. Phillips 66's partnership is extremely invaluable to our school, and offers our students 15 paid internships to work for a variety of positions during the summer (i.e. EBMUD, Rodeo Sanitary, Crockett Library, etc.). Our students are also offered to attend college field trips to UC & CSU campuses last fall; students are able to attend tours and freely/individually visit the campuses.

Student Activities: We have quarterly athletic/spirit rallies, student recognition assemblies, active sports teams and an award winning band program.

AVID Elective Class: AVID's mission is to close the achievement gap by preparing ALL students for college/career readiness and success in a global society. Advancement Via Individual Determination (AVID) is an elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing,

inquiry, collaboration, organization, and reading to support their academic growth. During this course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include the following: analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and help leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college/career entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest, based on personal interests, goals, and self-discovery.

COVID Fall 2020: Additional Notes

- Virtual Club Fairs
- Social Media Presence
- Virtual Spirit Weeks
- College Representative visits virtual meetings
- Virtual FAFSA night
- Virtual Cocoa and Cram/Hot Cocoa pick ups at school
- #WeAreJSHS social media posts of student bios
- Club/Class Meetings held in Google Classrooms

Google Classrooms have been created for each grade level to engage students in activities in order to keep up with what's going on virtually. The Warriors Weekly was created by the Leadership Class to have yet another way for students to “see” the announcements. A video is shared weekly, along with a digital version of the Warriors Weekly. This gets distributed via our teachers, who post our Warriors Weekly on their classroom pages, as well as shown to their check in period on Mondays (2nd period).

Students are participating in virtual fairs and webinars to learn more about different professions, financial literacy, etc. Our students are also invited to off campus virtual college fairs,

and have been attended as classes via mainly our AVID students.

Athletics (January, 2021 Update): Due to the current Stay-at-home order in our county, sports have been put on pause. (September, 2020) COVID-19 has put a hold on athletics. With the changes of the pandemic in play, we have created schedules for fall sports, football, women's volleyball, and men's/women's cross country, to start practices December 7th with contests from January thru March; however, we are having to put our school's sports on hold recently with the recent spikes in the virus. The winter and spring sports, men's/women's basketball, men's/women's soccer, men's/women's swimming, baseball, and softball, are during the same season and are scheduled to begin practice in March with contests from April through the beginning of June.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. CTE/ROP course options
2. College/Career programs, focus/awareness, resources
3. School-wide AVID implementation
4. BACR Team, ability to refer for help, Say Something App, (multiple avenues for support for our students)
5. Student activities/leadership to increase student involvement

Areas of Growth

1. Staff resources, for students who speak other languages (ELD services, training, bilingual tutors, peer tutors, etc.)
2. Need of tutoring system for students, even peer tutoring (involve CSF members, AP students, etc.)
3. Need to improve substitute recruitment/pay/system (so our teachers don't have to sub during their prep periods)
4. Safety procedures defined & enforced with releasing students during/after emergencies on/around campus

Our major areas of student learner need are academic remediation and social emotional support. In light of these, the primary areas in the Action Plan/SPSA that need to be addressed in the area of School Culture are primarily related to the need for more support for ELD and tutoring services.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue to work with the District and School Board to connect with the happenings and work at the high school level and the importance of their support in this area.
- Continue to work with the District to establish a calendar or timeline to replace materials to work alongside the state adoption timelines.
- Continue to improve the amount of parents involved with the stakeholder groups. Several parents are working several jobs at this time and are not comfortable or familiar with the Zoom and Google Meets settings for meetings that used to be held in person.
- Continue integration of AVID and writing across the curriculum, including technical writing through professional development (both formal and peer-to-peer training.)
- Develop strategies to improve student engagement, motivation, and accountability.
- Assist students in better navigating Aeries, Google Classroom, Naviance, teacher policies, and grading systems.
- Enhance staff resources to serve the needs of ELD students.
- Clarify guidelines for modifications and accommodations for special needs students.
- Explore creating more robust tutoring services, including peer tutoring.
- Promote programs designed to address student social-emotional needs, especially needs related to Distance Learning and “Learning Loss.”

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Our school has identified student learner needs in the following areas of academic needs and social emotional needs. Our academic needs continue to include AVID strategies, ELD and SpEd needs as well as support services for Learning Loss. These support some areas of the California School Dashboard Results, but not all due to the suspension of State testing in Spring of 2020. Many of these needs are the needs that our staff is seeing actually happen after the shift to Distance Learning and what we are predicting will possibly happen after returning from Distance Learning for such a long period of time.

As a staff we are always trying to improve communication and connect with all of our stakeholders as our school culture and climate improve when we improve upon our professional practices. Therefore although there is not specific data on the California School Dashboard Results for Board and District communication and connection, nor in the area of parent involvement, it is still a goal for our staff to improve in these areas and work with our stakeholders. As one can imagine, this has not necessarily been the most personable process through Distance Learning.

Action Plan #1: Improve Student Academic Support and Achievement

Growth Targets

- Increase the percentage of students who are on graduation track and earning a C or better in all courses (target 2% by 2021-22)
- Increase the number of students who are a-g eligible (target 50% by 2021-22)
- Eliminate the achievement gaps within subgroups- targeted subgroups will improve 2% a year
- Improve student writing skills and AVID strategies across all disciplines (measured by CAASPP gains 5%)
- Increase opportunities for cross-curricular and middle/high school collaboration (3 collaboration days per year proposed)

Rationale:

- Current student performance data reflects the challenges presented by distance learning
- Anticipated “learning loss” necessitates a more global view of achievement rather than targeted goals (like those measured by the CAASPP.)
- Student performance data is useful in identifying strengths and weaknesses in student learning, monitoring student progress towards meeting standards or other specific learning goals, and making appropriate adjustments in instruction; however CAASPP results are unavailable due to suspension of testing
- The SLOs describe the global, interdisciplinary life skills and qualities that all students should know and exhibit by graduation. SLOs are the cornerstone of school improvement along with academic standards.

| Action Steps | Responsibility | Resources | Professional Development | Timeline/ Completion Date | Means to Monitor and Report Progress |
|---|--|---|--|---|---|
| <p>1.1 Evaluate academic data related to student learning to determine level of “learning loss” during Distance Learning</p> <ul style="list-style-type: none"> ● Develop opportunities within the master schedule to address anticipated credit recovery needs ● Provide summer intervention “boot camps” to help students transition more easily back to in-person instruction | <ul style="list-style-type: none"> ▪ Principal ▪ Dept. Chairs • District office | <ul style="list-style-type: none"> ▪ State Funding (DL) ▪ Engagement Team Reports ▪ Academic and Emotional Counselor reports and survey(s) ▪ District LCAP & SPSA | <ul style="list-style-type: none"> ▪ Staff development workshops ▪ District Plan | <p>Spring 2021 revised annually as needed</p> | <ul style="list-style-type: none"> ▪ Staff development plan ▪ Principal |

Link to SLOs: Socially Responsible, Well, Effective Communicators, Thoughtful Problem-Solvers, & Technologically Skilled
Link to LCAP: Goal number(s) 2020 LCAP #1, 3 AND Fall 2020 LCAP: Continuity of Learning, Distance Learning Program, Pupil Learning Loss
Link to SPSA: Goal number(s) #1, 2

| Action Steps | Responsibility | Resources | Professional Development | Timeline/ Completion Date | Means to Monitor and Report Progress |
|--|--|---|--|-----------------------------------|--|
| <p>1.2 Design and implement interventions based on the analysis of student performance data.</p> <ul style="list-style-type: none"> Analyze data from formal and informal assessments (CAASPP, standards-based interim tests, etc.) to support instructional decisions and increase student understanding. Compare CAASPP and other state testing scores with end-of-course grades. Explore increasing the graduation requirement in math to address levels tested on the CAASPP | <ul style="list-style-type: none"> Administration Teachers | <ul style="list-style-type: none"> Disaggregated student performance data Dept. Chairs Funding for staff development Funding for disaggregating CAASPP scores | <ul style="list-style-type: none"> Data Analysis training workshops Training for interventions | <p>Annually (Nov. — Dec.)</p> | <ul style="list-style-type: none"> Data report files Staff meeting agendas Self-study coordinator’s status reports Principal Dept. Chairs |
| <p>1.3 Provide a vertically-aligned curriculum:</p> <ul style="list-style-type: none"> Articulate with Carquinez Middle School. Examine curriculum within departments to ensure vertical alignment 9th-12th grades. Align career/technical education curriculum with UC a-g requirements. | <ul style="list-style-type: none"> Counselor Dept. Chairs Careers Academy Coordinator | <ul style="list-style-type: none"> Dept. members Career Center Pacing calendars Funding for training Funding for release time | <ul style="list-style-type: none"> Conferences and training workshops on vertically aligning the curriculum | <p>Ongoing</p> | <ul style="list-style-type: none"> Reports and analyses of grades and other student performance data Departmental goals Pacing calendars Self-study coordinator’s quarterly status reports |
| <p>1.4 Annually update curriculum pacing calendars, Interim Assessments, and alignment to Common Core State Standards</p> <ul style="list-style-type: none"> Explore assessment policies to better communicate teacher expectations to students. | <ul style="list-style-type: none"> Principal Dept. Chairs | <ul style="list-style-type: none"> Student performance data Dept. members | <ul style="list-style-type: none"> Summer workshop on CCSS Release time for curriculum alignment | <p>Annually</p> | <ul style="list-style-type: none"> Course pacing guides Principal Interim Assessments |

| Action Steps | Responsibility | Resources | Professional Development | Timeline/ Completion Date | Means to Monitor and Report Progress |
|---|---|--|--|---------------------------|--|
| <p>1.5 Implementation of best practices by staff to increase rigor and student engagement in classrooms</p> | <ul style="list-style-type: none"> Principal Staff District office | <ul style="list-style-type: none"> Walkthroughs Peer Observations Funding for release time | <ul style="list-style-type: none"> Short Wednesday Meetings (*DL short Monday Schedule) District professional development plan | Annually | <ul style="list-style-type: none"> Student surveys Walkthrough feedback |
| <p>1.6 Continue to fund and utilize AVID strategies via training (both peer-to-peer and AVID)</p> | <ul style="list-style-type: none"> Principal Staff District office | <ul style="list-style-type: none"> Walkthroughs Peer Observations Funding for release time | <ul style="list-style-type: none"> Short Wednesday Meetings (*DL short Monday Schedule) SPSA | Annually | <ul style="list-style-type: none"> Student surveys Walkthrough feedback |
| <p>1.7 Refine use of the Common Core Standards in ELA</p> <ul style="list-style-type: none"> ALL content areas develop strategies to teach literacy, writing, technical writing, and higher level thinking skills. | <ul style="list-style-type: none"> Principal Department Chairs District Office | <ul style="list-style-type: none"> Professional Development plan Resource allocation Administration | <ul style="list-style-type: none"> District Common Core Plan/LCAP SPSA ** Short Wednesday Meetings (*DL short Monday Schedule) | Ongoing | <ul style="list-style-type: none"> Curriculum Guides Interim Assessments |
| <p>1.8 Review and refine CCSS in Mathematics and Science (via articulation with the middle school)</p> <ul style="list-style-type: none"> Explore increasing graduation requirement in Mathematics Further implement The Next Generation Science Standards | <ul style="list-style-type: none"> Principal Department Chairs District Office | <ul style="list-style-type: none"> Professional Development plan Resource allocation Administration | <ul style="list-style-type: none"> District Common Core Plan/LCAP Short Wednesday Meetings (*DL short Monday Schedule) Staff Meetings | Ongoing | <ul style="list-style-type: none"> Curriculum Guides Interim Assessments |
| <p>1.9 Increase parental involvement</p> <ul style="list-style-type: none"> Standardize the use of Aeries and Google Classroom Improve communication via Global Connect, school website, social media, Google School features, and the school bulletin | <ul style="list-style-type: none"> Principal Department Chairs Classroom teachers District Office | <ul style="list-style-type: none"> Dept. members Funding for release time | <ul style="list-style-type: none"> Conferences and training workshops on use of Blackboard, Aeries, Google School, and other online resources | Ongoing | <ul style="list-style-type: none"> Student surveys (Healthy Kids) Walkthrough feedback |
| <p>1.10 Ensure funding available for staffing needs: certificated personnel, academic & emotional counselors, support staff (PARAs & librarian)</p> | <ul style="list-style-type: none"> Counselor Principal District Office | <ul style="list-style-type: none"> State funding and grants LCAP | N/A | Ongoing | <ul style="list-style-type: none"> Counselor Principal District Office |

Action Plan #2: Develop Interventions to Meet Student Social and Emotional Needs

Growth Target:

- Increase the percentage of students who are on graduation track and earning a C or better in all courses (target 2% by 2021-22.)
- Increase the number of students who are a-g eligible (target 50% by 2021-22.)
- Decrease the percentage of students who are chronically absent (target 2% by 2021-22.)
- Continue utilizing alternatives to discipline via restorative justice and similar programs.
- Increase college/career readiness via development of a four year plan using Naviance (Target 2021-22 school year.)
- Increase student connection to school through clubs, sports, tutoring, and programs in the school and community.

Rationale:

- Distance Learning has highlighted the need for social and emotional support and interventions.
- Anticipated return to in person instruction has elicited mixed feelings of excitement and anxiety.
- Seeing the connection between high school and college/career after graduation results in increased student motivation and engagement.
- Our economy demands more highly educated workers. High-demand, high-wage jobs require college degrees, along with training in technical skills.

Link to SLOs: Socially Responsible, Well, Effective Communicators, Thoughtful Problem-Solvers, & Technologically Skilled

Link to LCAP: Goal number(s) 2020 LCAP #4 AND Fall 2020 LCAP: Mental Health and Social and Emotional Well-Being

Link to SPSSA: Goal number(s) #1, 2, 3, 4

| Action Steps | Responsibility | Resources | Professional Development | Timeline/Completion Date | Means to Monitor and Report Progress |
|---|--|--|---|--------------------------------|--|
| <p>2.1 Evaluate available data related to student learning and engagement to determine impact of Distance Learning</p> <ul style="list-style-type: none"> * Re Engage students via clubs, sports, and other school programs * Expand tutoring program to include student-tutors * Explore development of a program similar to “service learning” to ensure continuity of engagement | <ul style="list-style-type: none"> • Principal • Academic & Emotional Counselors • Department Chairs • Leadership teacher • Club and athletic teacher/coaches | <ul style="list-style-type: none"> * Student BACR survey * Engagement team reports | <ul style="list-style-type: none"> • Short Wednesday Meetings (*DL short Monday Schedule) • Professional development plan | <p>Spring 2021 Ongoing</p> | <ul style="list-style-type: none"> • Principal • Counselor • Department Chairs • Self-study status reports |
| <p>2.2 Continue to evaluate, promote, and increase number of students a-g eligible</p> <ul style="list-style-type: none"> • Increase the numbers of students receiving a C or better in all courses. | <ul style="list-style-type: none"> • Administration • Staff • Department Chairs | <ul style="list-style-type: none"> • Grading Policies • Master Schedule • Interventions to target college readiness | <ul style="list-style-type: none"> • Short Wednesday Meetings (*DL short Monday Schedule) • Professional development plan | <p>Ongoing</p> | <ul style="list-style-type: none"> • Plan documentation • Principal reports • Self-study status reports |

| Action Steps | Responsibility | Resources | Professional Development | Timeline/Completion Date | Means to Monitor and Report Progress |
|---|---|---|---|--|--|
| <p>2.3 Continue to investigate developing an advisory curriculum for each grade level that focuses on college/career preparation.</p> | <ul style="list-style-type: none"> ▪ Principal ▪ Counselor ▪ Department Chairs | <ul style="list-style-type: none"> ▪ Neighboring high schools ▪ Community members | <ul style="list-style-type: none"> ▪ Visits to high schools with advisory * Short Wednesday Meetings (*DL short Monday Schedule) | <p>Pilot 2022-23</p> | <ul style="list-style-type: none"> ▪ Principal ▪ Counselor ▪ Department Chairs ▪ Self-study status reports |
| <p>2.4 Increase college/career guidance for students and parents</p> <ul style="list-style-type: none"> ● Develop an 8th grade Open House to showcase school programs ● Utilize Naviance for all students to develop and follow a 4-year plan ● Improve annual college/career financial aid night for students and parents ● Continue to utilize AVID courses & strategies across the curriculum | <ul style="list-style-type: none"> • Career counselor • Administration • Staff | <ul style="list-style-type: none"> • School Website • Student Planner • Counselor meetings with every grade level • Vocational Career counseling in CTE courses • Aeries, Naviance, Blackboard, and social media usage | <ul style="list-style-type: none"> • Short Wednesday Meetings (*DL short Monday Schedule) • Counselor updates • Class presentations • Field trips | <p>Open House: Virtually Spring 2020, tentatively Spring 2021</p> <p>Ongoing</p> | <ul style="list-style-type: none"> • Parent/Student survey • SARC data |
| <p>2.5 Continue to improve school culture</p> <ul style="list-style-type: none"> ● Expand utilization of Restorative Justice practices ● Promote Racial Justice and Equity programs through continuing professional development | <ul style="list-style-type: none"> • Administration • College representatives • Career Counselor | <ul style="list-style-type: none"> • School Website | <ul style="list-style-type: none"> • District PD plan • Site PD plan • Short Wednesday Meetings (*DL short Monday Schedule) | <p>Ongoing</p> | <ul style="list-style-type: none"> • Parent/Student survey • Annual attendance records |
| <p>2.6 Update and conduct annual surveys addressing student wellness, post graduate plans, and school climate (Healthy Kids, Exit Survey)</p> | <ul style="list-style-type: none"> • Administration • English and/or Social Studies teachers | <ul style="list-style-type: none"> • School Website • School budget for mailing/printing | <p>N/A</p> | <p>Ongoing</p> | <ul style="list-style-type: none"> • Data from surveys |
| <p>2.7 Increase technology access for instruction and student research</p> <ul style="list-style-type: none"> • Investigate features of Google Classroom, and similar “Tech Literacy” programs. | <ul style="list-style-type: none"> • District Office • Administration • Staff • Technology team | <ul style="list-style-type: none"> • District tech plan • Site plan for technology | <ul style="list-style-type: none"> • District PD plan • Short Wednesday Meetings (*DL short Monday Schedule) | <p>Ongoing</p> | <ul style="list-style-type: none"> • Facilities plan • Lesson plans • Student surveys |

Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Single Plan for Student Achievement \(SPSA\)](#)
- C. [California Healthy Kids Survey 2018/19](#)
- D. [Master Schedule 2020/21](#)
- E. [Approved AP Course List](#)
- F. [UC A-G Approved Course List](#)
- G. [JSHS Wellness Counseling](#)
- H. [JSHS Distance Learning Program Information](#)
- I. [JSHS Library Homepage](#)
- J. [California School Dashboard, JSHS](#)
- K. [School Accountability Report Card \(SARC\)](#)
- L. [CDE CBEDS Data About Schools and Districts](#)
- M. [JSHS CBEDS Data](#)
- N. [Graduation Requirements Board Policy](#)
- O. [JSHS Course Offerings/Graduation Requirements 2020/21](#)